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ABSTRACT

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in consumer services. It is designed for a variety of levels (secondary, post-secondary, adult) in both school and non-school settings. Focusing on the specific job title of consumer advisor, eight competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, films, businesses, etc.). An assessment section contains pre- and posttests and an affective instrument with answer keys. Provided in the appendix are 119 learner information sheets (fact sheets, work sheets) and 24 teacher information sheets (fact sheets, activity sheets, discussion topics) referenced to specific teaching strategies in this module. A separate resources section lists books, periodicals, curriculum materials, pamphlets, and audiovisual aids. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, Securing Employment in Home Economics Occupations, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

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ED155387

OCCUPATIONAL HOME ECONOMICS EDUCATION SERIES

CONSUMER SERVICES

Competency Based Teaching Module

U S DEPARTMENT OF HEALTH.
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1977

This document is part of the Occupational Home Economics Education Series. The competency-based series are in module format and each contains assessment instruments, concepts strategies, resources, and student reference sheets for each of the following occupational titles:

CARE AND INDEPENDENT LIVING SERVICES FOR AGING
CATERING SERVICES
CLOTHING ALTERATIONS
CONSUMER SERVICES
FABRICS AND TEXTILES MERCHANDISING
FAST FOOD SERVICES
FURNISHINGS AND HOUSING MAINTENANCE SERVICES
HOUSING MANAGEMENT SERVICES
SECURING EMPLOYMENT
WINDOW TREATMENT SERVICES

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FOREWORD

The focal point of home economics occupations is jobs which relate to the home and family. Technical skills and abilities to manage multiple resources are then transferable to related occupations in business, industry, institutions and governmental agencies. This series of modules provides training to develop the competencies and skills for delivery of services needed by society.

Each module focuses on the development of learners for paid employment through a sequence of pre-assessment, objectives, competencies, suggested teaching strategies which utilize multi-sensory experiences, resources, and post-assessment. Each module addresses cognitive, affective and psychomotor learning pertinent to specific job performance.

The uniqueness of these teaching/learning materials is in the creativity in the resources utilized, learning strategies employed, and the emphasis on job skills. The competencies and skills learned in these modules may be used in home, business, industrial, institutional, and agency settings. Each module is developed in a lattice context; the worker can move horizontally to other jobs requiring comparable skills, or vertically within the same job area by acquiring additional competencies. Each module emphasizes decision-making in order to facilitate either horizontal or vertical job progression.

It is hoped that these Occupational Home Economics Education Series modules will substantially contribute to the development of workers for paid employment and will enhance the multiple roles of all workers -- family, job, citizen.

Kinsey B. Green
Project Director
American Home Economics Association

ACKNOWLEDGMENTS

These competency-based teaching modules have been developed through the cooperative efforts of many people. We wish to express our appreciation to those individuals involved with this project.

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We also wish to thank the membership of the American Home Economics Association for their support and many contributions.

The following is a list of the consultant team leaders who developed the modules. We acknowledge their indispensable contributions with thanks.

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This module was developed
to be used in conjunction
with the module, Securing
Employment in Home
Economics Occupations.

INTRODUCTION

Background

An urgent need exists for trained workers in the human services industry at all levels. Failure to recognize that definite skills are needed whether home-related tasks are performed inside or outside the home has relegated many of these services to dead-end jobs. Consequently, jobs of this nature are not sought but rather are accepted only by those lacking the education or training for more prestigious positions.

Society ends up the loser from this state of affairs because persons enjoying a high standard of living are unable to procure satisfactory home-related services, and persons with no alternative but to accept low-paying service jobs find few satisfaction in the work. These persons often though employed full-time, are unable to support themselves sufficiently to avoid welfare status.

The American Home Economics Association, recognizing both the needs of the individuals employed in home-related service jobs and those of society, sought funds to develop a system for training and providing upward mobility opportunities for workers in the human service occupations.

In June of 1974 the United States Office of Education, Bureau of Occupational and Adult Education, awarded the American Home Economics Association a 30-month contract to develop and field test non-graded, competency-based teaching modules in the areas of occupational home economics. Prior to this juncture in time, occupational curriculum development in home economics had primarily consisted of scattered and individualized efforts.

The contract for the project divided the work into two phases. Phase I of the project involved a state-of-the-art study which was the development of a computer-generated annotated bibliography of curricula currently available in occupational home economics. A study was also completed concerning the bases used for making curriculum decisions by home economics teachers, state and local supervisors, home economics teacher educators, and state directors of vocational education. Phase II involved the development, field testing, and revision of non-graded, competency-based teaching modules to meet the identified curricular needs which in turn help meet societal need.

Overview of Home Economics Occupations

Ten modules were developed by this project. They build upon an earlier AHEA project in which home economics career ladders and lattices were identified and developed, findings from Phase I of the project which identified areas of curricular need, and the bases for making curriculum decisions. The modules further encompass a clustering concept to enable the learner to be prepared with a group of skills that are common to several jobs rather than preparation for a single job.

Areas Needing Development

From an examination and analysis of the annotated bibliography developed during Phase I, areas of curricula needing development in the various occupational areas were identified for competency-based teaching module development. The titles were chosen in relation to newly emerging occupations as well as those described in home economics career ladders and lattices. The modules developed by this project are:

- Care and Independent Living Services for the Aging
- Fabric and Textiles Merchandising
- Clothing Alterations
- Fast Food Services
- Catering Services
- Furnishings and Housing Maintenance Services
- Window Treatment Services
- Housing Management Services
- Consumer Services
- Securing Employment in Home Economics Occupations

Ladders and Lattices

Upgrading human services at all levels continues to be an objective of the American Home Economics Association. This concept was given impetus through a contract with the United States Department of Labor during which Career Ladders and Lattices in Home Economics Related Areas: Possibilities for Upgrading Household Employment was developed. Approximately 27 career ladders in home economics occupations are identified in this publication. The ladders are based on knowledge and skill in one or more areas of home economics and points on the ladders where intersections (lattices) to other ladders occur are delineated.

Career ladders identified in clothing and textiles are merchandising, dry cleaning, clothing alteration, clothing design and construction, and theatrical costuming. Ladders in the family relations and child development area include those jobs in child care centers, day schools for handicapped children, recreation centers, institutions, and private education. Opportunities identified on the foods and nutrition ladder are dietetics, extension, school food service, airline foods, and restaurants. The home management and family economics ladders are in public housing, homemaker services, and private households. Household equipment, appliance repair, and interior design/decorating are the titles of ladders in housing, furnishings, and equipment.

The modules were developed around and beyond these ladders already in existence. Each module developer analyzed the job inventory and expanded the ladder to include emerging occupations as well as latticing with other areas. This career ladder base helps to insure that learners are prepared for jobs that do exist and are available to them. The ladder concept further provides for both horizontal and vertical mobility in the career field. This is then expanded by cluster training which provides opportunities for mobility (latticing) to other career ladders.

Each of the modules (except for Securing Employment in Home Economics Occupations) can be found on a career ladder in the human services occupations. The complete ladder for each particular module can be found in the respective modules with an accompanying explanation of its lattice relationships with other areas.

Occupational Clustering Concept

One of the guiding principles of the project and one fundamental to the use of the modules is that of clustering. Clustering is based upon the concept of preparing learners for several related jobs through the teaching of common skills. Since most people change jobs several times throughout their lifespans, clustering offers a definite advantage to both employer and the employee. Workers are able to switch from job to job with a minimal amount of retraining.

Another advantage of the clustering approach is that it affords learners a chance to mature before making their occupational choices. Through clustering they are prepared to work on several jobs in a given area of work.

Clustering differs from traditional vocational education in that learning experiences are provided the learner which encompass a group of competencies for entering several related occupations. Traditional vocational education programs train the learner for a specific job with very specific skills.

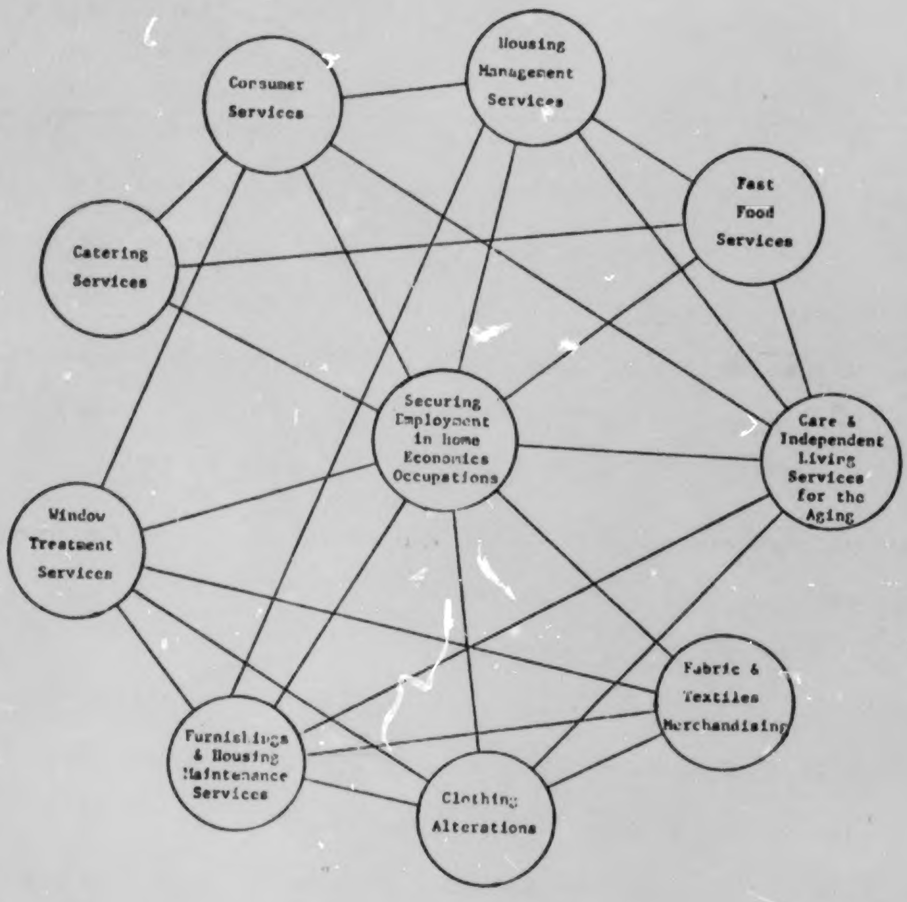
According to Weagraff (1974) there are generally three methods for developing clusters. They are sociological/psychological, descriptive approaches, and task analysis approaches. The sociological/psychological approach utilizes the aspects of occupational choice and worker functions as its foundation. Proponents of this approach have used two and three-dimensional matrices of occupational families arranged in order of status and occupational areas. Descriptive approaches describe jobs and group them together on the basis of broad generalities.

Task analysis approaches use job analysis techniques in which occupational groupings are based upon similarities in various jobs. Functional skills and knowledge are identified. Those techniques, skills, and knowledge that are common to several jobs are then grouped together. The module developers used task inventories as the bases for the modules' competencies. The job analyses were obtained from a variety of sources. In the case of emerging occupations, where no task analysis or inventory had as yet been done, the module developers generated this on their own. This involved interviewing both employees and their respective employers. They were each asked to delineate the tasks involved for the job. Collectively, these data were used to compile the task inventory. The clustering concept can be minimally extended to the modules as an entire group since the modules each have some competencies and skills appropriate to other modules.

Interrelationships and Intersections of Ladders

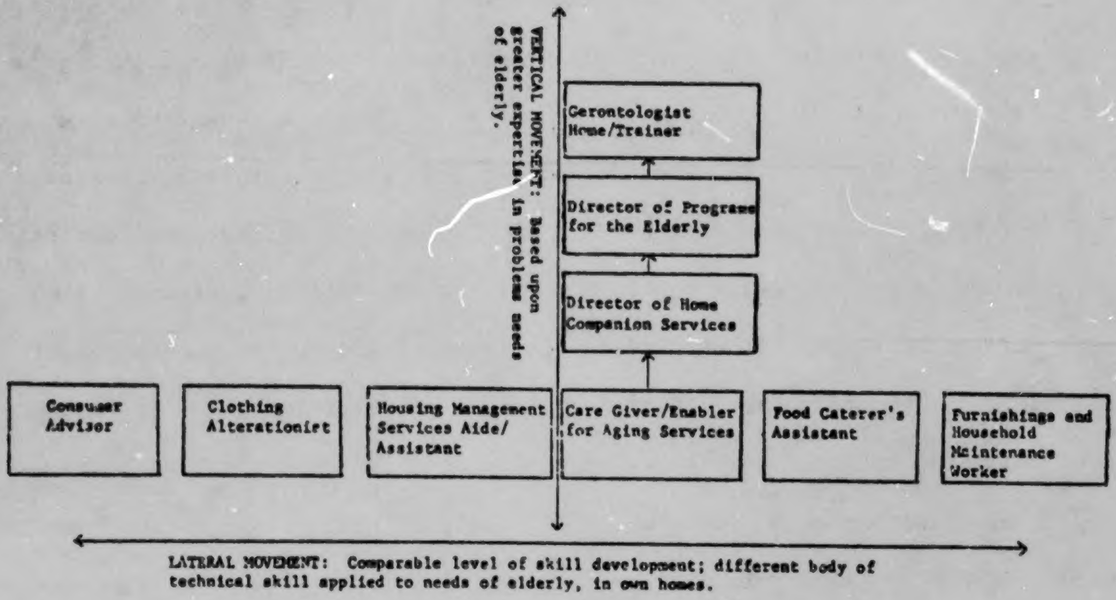
The individual ladder for each of the occupational areas in the respective modules shows the primary lattice relationships to other modules. The following diagram is a representation of most of the possible intersections among the ladders of the various modules. Because of the competencies required for respective modules, some have greater job mobility than others.

Diagram 1. Interrelationships of the Module's Ladders


Consumer Services
Housing Management Services
Fast Food Services
Catering Services
Securing Employment in Home Economics Occupations
Care & Independent Living Services for the Aging
Window Treatment Services
Fabric & Textiles Merchandising
Furnishings & Housing Maintenance Services
Clothing Alterations

The following excerpt demonstrates vertical mobility within a job cluster and lateral mobility among clusters. Common dimensions relate to provision of services for individuals in their own homes and focus on a specific population, the elderly. Vertical mobility varies with degree of expertise; lateral movement varies with the application of a different body of technical skill to the needs of the elderly. Knowledge of the unique needs of the elderly, application of a body of technical expertise and the ability to identify and use community resources are common threads pervasive throughout the lattice shown.

Diagram 2. Vertical and Lateral Mobility for Modules


VERTICAL MOVEMENT: Based upon greater expertise in problems needs of elderly.
Gerontologist Home/Trainer
Director of Programs for the Elderly
Director of Home Companion Services
Consumer Advisor
Clothing Alterationist
Housing Management Services Aide/ Assistant
Care Giver/Enabler for Aging Services
Food Caterer's Assistant
Furnishings and Household Maintenance Worker
LATERAL MOVEMENT: Comparable level of skill development; different body of technical skill applied to needs of elderly, in own homes.

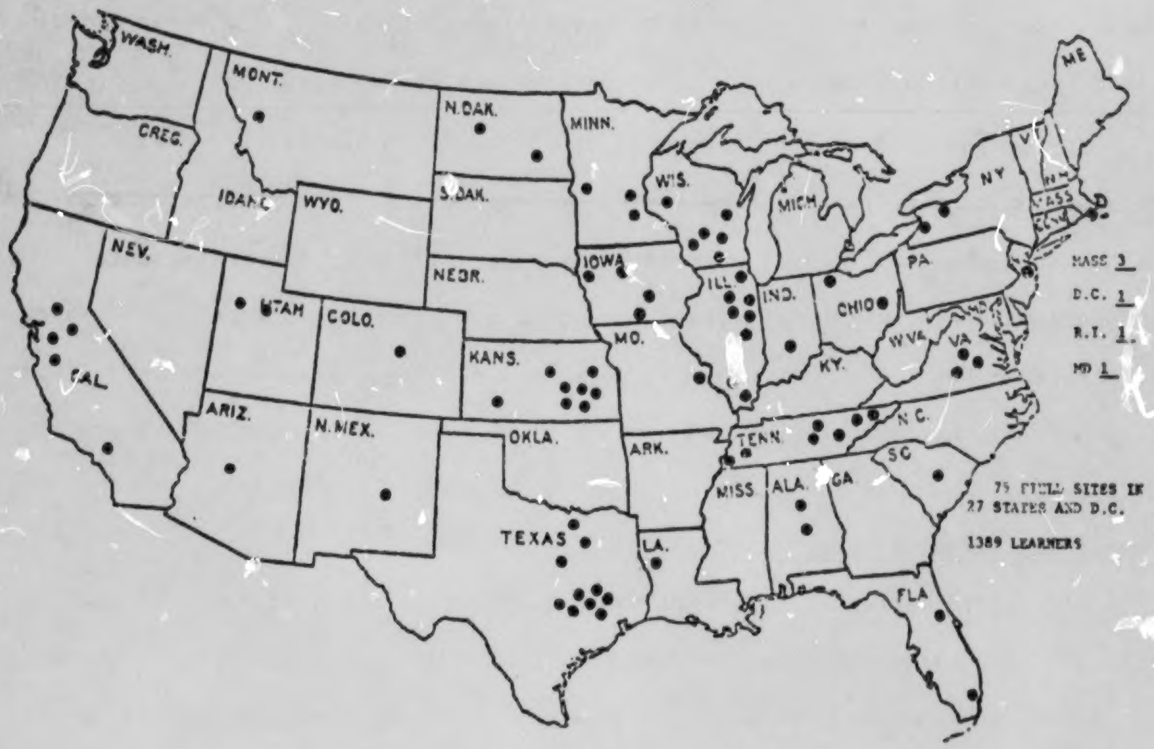
Securing Employment in Home Economics Occupations has no occupational ladder. Rather, this module focuses on those knowledges, skills, attitudes, and behaviors which are essential to obtain and maintain employment. It should be used in conjunction with or prior to each of the other modules to adequately train a learner.

Evaluation of Materials

All modules developed by this project were field tested in 1976. Persons were invited to express their interest in field test participation through a variety of avenues. An open invitation was extended at the AHEA annual meeting in June of 1975 and followed with a notice in the August 1975 issue of AHEA Action. Letters were mailed to state and local vocational home economics supervisors in the 50 states and U. S. territories. Module developers also made personal contacts with professionals around the country to promote applications for field test participation. A total of 207 responses were received from which the 88 field test sites were selected, representing 176C learners.

Field test teachers representing 29 states and the District of Columbia were selected by the module developers in terms of criteria established cooperatively with contract personnel. The criteria included teacher qualifications and experience, recommendation by state supervisors, acceptable minimum number of learners, type of educational setting, age level of learners, and geographic location. All modules were field tested in sites with learners in at least two of three identified learner levels (secondary, post-secondary, adult) and in both school and non-school settings. Resulting class drop outs, reduced the field test sites to 75 with 1389 learners represented as indicated on the map which follows (Diagram 3).

Diagram 3. Distribution of Field Test Sites


WASH.
MONT.
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MINN.
ORE.
IDAHO
WYO.
S.DAK.
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KY.
WVA.
VA.
MD
ARIZ.
N.MEX.
OKLA.
ARK.
TENN.
N.C.
S.C.
MISS.
ALA.
GA.
TEXAS
LA.
FLA.
MASS 3
D.C. 1
R.I. 1
MD 1
75 FIELD SITES IN 27 STATES AND D.C.
1389 LEARNERS

Field Test Design

The study included two components: 1) a descriptive assessment of the effectiveness and usability of the modules by the 75 field test teachers, and 2) an assessment of performance on competencies of 75 groups of learners who studied the modules as treatment. The module assessment instrument used for the first component of this study was developed solely for field test and research purposes. Whereas, the pre/post assessment instruments used in the second component of the study are included as integral parts of each module.

The data collected from the module assessment by field test teachers were used to revise the modules prior to publication. This instrument was tested for content validity by presentation to the six module developers and to a jury of five professionals recognized in the field of curriculum developement and measurement. The jury classified each item according to the criterion measured (effectiveness or usability) and the component addressed (competencies, objectives, suggested strategies, references and resources, assessment instruments, learner information sheets, or overall evaluation). The minimum acceptance level for an item on this instrument was established at .70.

The pre/post assessment component consisted of an analysis of change in learner performance on the competencies in the modules. The pre/post assessments were submitted to juries to establish the quality of the instruments. The following are the quality standards and the minimum acceptance levels which were established: content and/or temporal reliability, .85; objectivity, 100% agreement by the jury; content and construct validity, more than 50% agreement by the jury.

Summary of Technical Report

A detailed technical report of the data analysis and discussion of the findings is on file with the American Home Economics Association and the Office of Education. However, the general research design and conclusions drawn are presented here to indicate to the user, the quality of the modules which comprise this project.

A total of six hypotheses were tested using data collected from 75 field test teachers and 1389 learners. Data from the pre/post cognitive test provided the basis for testing the first two hypotheses, namely:

1. Learners will increase in level of competency from pre to post assessment based on competencies incorporated in specific occupational modules.

2. Level of learner competency as measured by pre and post assessment will not vary with differences in educational setting and learners' educational level.

Using the data from the teacher opinion assessment, the remaining hypotheses were tested, namely:

3. The majority of teachers will judge the components and overall assessment of the curriculum module to be usable.

4. The majority of teachers will judge the components and overall assessment of the curriculum module to be effective.

5. There is no difference in teacher judgment as to the usability of the modules when the teachers have a

   a) varied educational background

   b) different number of years teaching experience in vocational home economics

   c) different number of years work experience in home economics related jobs other than teaching.

6. There is no difference in teacher judgment as to the effectiveness of the module when teachers have a

   a) varied educational background

   b) different number of years teaching experience in vocational home economics

   c) different number of years work experience in home economics related jobs other than teaching.

In order to test the hypotheses, various statistical treatments were administered. Although 1389 learners in 75 field test sites provided data on the the modules, due to the late spring field tests, not all of the data could be used. In general a few sites provided only pre test data or vice versa; early employment and pupil drop-out accounted for incomplete test data for some learners. Data were restricted to those learners who had completed both the pre and post assessments for hypothesis one, that there was a gain in learners' achievement. Mean gain scores were determined from differences between the pre test mean score and post test mean score for each module. A correlated sample t test was run for eleven modules(Catering Services levels I and II were analyzed separately). Hypothesis two was first submitted to an analysis of covariance for the six modules which had field test data in different levels and settings. In order to determine whether or not different educational levels and in-school or out-of-school educational settings made a difference in the quality of the modules, it was essential to be sure that the learners in these different levels and settings were starting at the same point. Therefore, an analysis of covariance test was applied to the data to determine the homogeneity of the learners. In testing hypotheses three, four, five, and six that teachers regardless of background, would judge the modules to be usable and effective, an item by item inspection of the data was overwhelmingly clear without further statistical treatment.

Results of the data collected and statistically analyzed from the learners pre/post cognitive test, indicated that all of the curriculum modules revealed a gain in learner achievement. The modules were indeed effective in increasing the learners' competencies identified within each module. Since it was established that the groups were homogeneous, these results demonstrated that the modules were equally effective with different settings and learner levels. Consequently, the modules were found to be appropriate and effective for teachers in school and non-school settings and for secondary, post secondary, and adult learners.

Data collected from teacher opinions of the modules relative to hypotheses three, four, five, and six, showed a clear majority of teachers who rated the modules as usable and effective. An item by item inspection of the data from the teacher assessment indicated that the components (competencies, objectives, suggested strategies, references/resources, evaluation instruments, learner information sheets, and overall assessment of the modules) were given similar ratings. There was almost unanimous agreement among the teachers that each item on the assessment form, representing all of the components set forth above, was excellent, good, or at least average. Since these teachers came from different geographical areas and varied backgrounds such as Bachelors', Masters' or other degrees; teachers with several months or 15-20 years teaching and work experience, and since all of them judged the modules similarly as helpful tools facilitating learning, the modules are deemed to be generalizable for innumerable situations.

Field test teachers were encouraged to add constructive comments related to their particular modules. In addition, teachers kept a daily curriculum log identifying objectives, strategies and references and/or resources used with reasons for including or omitting them. Some comments were:

"well thought out curriculum..."

"something for each student..."

"wished we could have studied this longer..."

"the real beauty is the adaptability..."

"am impressed with it..."

"learned a number of things we would not have been exposed to had we not done the module..."

"certainly gives plenty of references..."

"games and worksheets were both enjoyable and stimulating..."

"participating in field testing has to be our success story, fun, and challenge for 1976..."

"strategies are varied and realistic..."

"have never seen all of these topics brought together into one resource..."

"can see the possibilities of developing a course based on these modules and ideas..."

"allows for creative input..."

"easy to use..."

"relevant..."

"complete..."

"serves purpose well..."

"reinforcement without repetition."

In summary, field testing results indicated that the learners did indeed achieve in competency after completing the modules, whether they were secondary or post secondary students or adults in a non traditional setting. Throughout the country, the modules were found to be useful and effective for a wide range of learners and a variety of settings. Teachers judged the modules to be effective and usable regardless of their educational background, or teaching or work experience. Here then are ten quality products that have been planned, developed, and field tested to answer a relevant need of teachers and learners in the home service occupations areas.

References

American Home Economics Association. Career ladders and lattices in home economics related areas: Possibilities for upgrading household employment. Washington, D. C.: Author, 1971.

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RATIONALE

Consumer advisor is an occupation in a rapidly growing area offering many employment opportunities. As a result of the consumer movement, legislation has resulted in authorizations of agencies and programs designed to protect and assist consumers with information so that they can make the best possible decisions about goods and services in our economy. The provision of more information does not guarantee that consumers will use the information wisely. Government, business, and private agencies need trained personnel to handle the growing amount of consumer information including those relating to environmental issues and concerns.

Personnel trained in this area can provide valuable services to persons in the community, community agencies, governmental agencies, and businesses. This module is written for employability which can ultimately help improve the welfare of the nation.

A person employed in this occupational area has to be able to work with all types of consumers in order to be most effective in responding to the needs of consumers as well as to the private and public sectors of the economy.

JOB DESCRIPTION

The curriculum for this module area is based upon consumer oriented occupations. The area consists of occupations which are concerned with management and providing resource information to individual consumers, government agencies, private businesses, and community organizations.

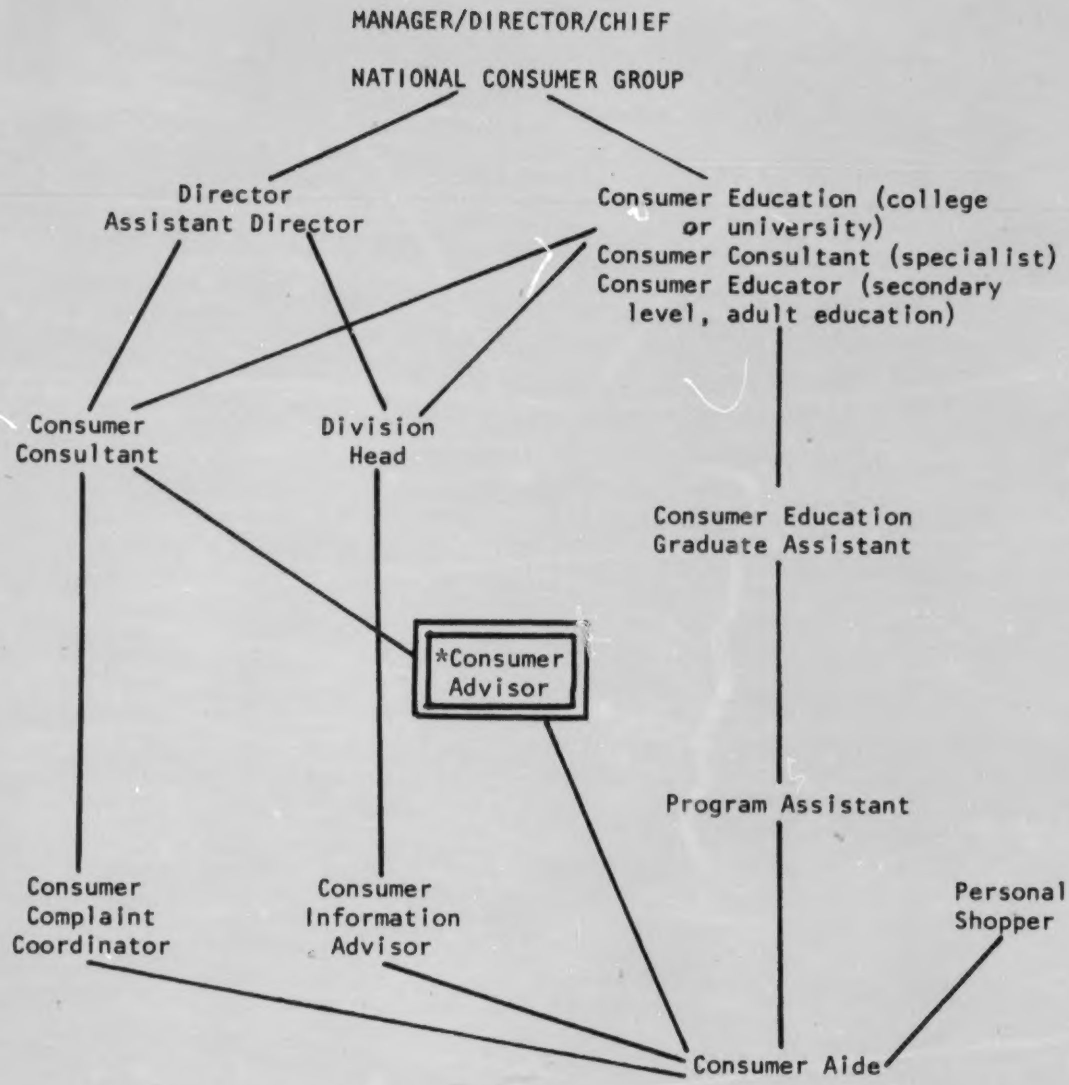
This module is based on the assumption that the competencies of a consumer aide have been reached. A consumer aide is able to work with people under the direction of a consumer advisor. This individual does not have total responsibility for acting as a resource person to all consumers requesting assistance.

Specific tasks of the consumer advisor would vary with the size and needs of the organization's program and the specific talents or abilities of the individual. These tasks can include the following: (1) counseling on loan default and bankruptcy, insurance, and management; (2) assuming the responsibility for evaluating and seeking the solution for consumer problems resulting from interactions in the market place, relating to environmental concerns, etc.; (3) assuming the responsibility for verbal and/or written consumer information; (4) developing, planning, or providing information for workshops, booths, media materials, etc.; (5) serving as a resource person for community and government agencies, suggesting legislation and verifying the need through documented reports; (6) developing consumer information in a private agency for a specific purpose such as information for booklets, hang-tags, etc.; and (7) serving as an interpreter of educational information related to areas of consumerism.

A consumer advisor assumes responsibility for organization and distribution of consumer information, coordinates efforts in solving consumer problems, including those relating to environmental concerns, and facilitates the involvement of people in the community in order to assist individuals and families in becoming better consumers and to improve consumer behavior.

Consumer occupations can easily cross over into other occupational areas. A consumer advisor can also accept employment as a financial advisor for helping families, students, and welfare recipients. They can provide counseling on loan default and bankruptcy, insurance and management. Persons employed in consumer occupations can also enter into the housing area by being employed as a housing management aide. Occupations in all of these areas can be expanded to higher level positions with additional training and/or experience.

CAREER LADDER IN CONSUMER SERVICES


MANAGER/DIRECTOR/CHIEF
NATIONAL CONSUMER GROUP
Director
Assistant Director
Consumer Education (college or university)
Consumer Consultant (specialist)
Consumer Educator (secondary level, adult education)
Consumer Consultant
Division Head
Consumer Education Graduate Assistant
*Consumer Advisor
Program Assistant
Consumer Complaint Coordinator
Consumer Information Advisor
Personal Shopper
Consumer Aide

*Focus of this module.

DIRECTIONS TO TEACHERS

Definitions for Module Components

The following list of definitions and explanations were agreed upon by the project staff for use with the modules:

A competency statement is broad in scope and includes the skills, knowledge, and attitudes essential to perform a job or task.

An objective is a statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their exposure to a program of instruction.

Strategy statements include the learning situations and experiences provided by the teacher to expose the learner to the content to be learned and to allow the learner to demonstrate progress toward the attainment of the objective.

How to Use

All modules are packaged separately, but the Securing Employment module should be taught in conjunction with each module. The project personnel recognize that it requires more than the actual task-related competencies for a job to be an effective worker or employee. The Securing Employment module contains those competencies necessary to finding employment, maintaining effective interpersonal relations on the job and the like.

The Consumer Services module was developed to meet a recognized need in the area of occupational home economics curricula. It is designed for use by teachers as opposed to use by learners. It is unique in that there is very little or no other curricula available for this particular job title. It is one of ten modules developed by this project. The job titles of the other modules can be found in the section titled, Areas Needing Development.

The modules are designed to be used with a variety of levels of learners (secondary, post-secondary, adult) in both school and non-school educational settings. This ungraded concept allows for wider application and use of the modules and is focused on the job itself regardless of who the worker is.

Before teaching this module, a community survey should be administered to document available employment opportunities for this particular job title. An advisory committee should also be consulted before implementing a new program. Materials are available on these subjects should you wish to obtain more information. State supervisors, vocational directors, and/or teacher education institutions should be able to provide such guidance and direction, if needed.

The Consumer Services module contains the competencies required for this particular job title, as well as the objectives necessary to acquire these competencies. The competencies were discerned from a task inventory framework. Enough objectives have been stated to allow for successful accomplishment of each competency. The Wisconsin Consumer Education Suggested Guide: An Interdisciplinary Course for Diploma and Associate Degree Students could serve as background and basic information for this module.

Suggested teaching strategies are found opposite the objective they have been designed for in the four-column format of the module. Enough strategy options have been included to enhance the chances of even the slowest learner attaining the objective. Insofar as possible for a given objective, strategies have been included which provide for learning to take place through each of the senses. They are included in such a way that the teacher may choose those most appropriate or applicable to his situation. The time frame for completing each competency will vary depending on local situations and the type of learners in the class. The strategies require materials that are generally available to occupational home economics teachers. Each student is to assemble a portfolio of pertinent material. Information is included on safety, OSHA, sanitation, FHA-HERO, on-the-job work experience, and occupational labs.

The References and Resources column lists those materials that would be helpful to the teacher in presenting the material. References and resources are listed directly across from the suggested teaching strategy with which they are to be used. Each item is numbered and can be found in the Bibliography at the back of the module. Addresses have been included in the Bibliography whereever possible to facilitate teacher acquisition of the materials.

Learner information sheets developed or adapted specifically for use with the modules are located in the appendices of the module. These have been printed on white paper to facilitate the reproduction of these pages for your learners.

Teacher information sheets are also included in the appendices of the module. These were developed specifically for the module in cases where the needed information was not readily available or easily accessible to teachers.

Assessment

Each module includes several assessment instruments, but minimally each module has a pre/post test and another test. The tests include two types of measurement: a cognitive measure and a performance or affective measure.

The pre-test should be administered before any teaching of content takes place. Once the tests are scored, the teacher should determine if there are any objectives for which the learners have displayed competence. These objectives need not be taught. The post test(s) should be administered upon completion of the module.

The pre/post test key is located in the assessment instrument section of this module, as well as the keys to any other instruments. The objective each item covers is listed next to the item number on the key.

For those learners who have reading problems, the teacher should read the test questions aloud to them. Every attempt should be made to fairly and accurately assess the learner's competence.

Assessment instruments are printed on white paper and only on one side so that teachers may photocopy them. Less formal methods of evaluating the extent of learning are included with the suggested strategies.

LIST OF COMPETENCIES

The learner will be able to:

		Page
1	understand how consumers' values, needs, attitudes, standards, and goals influence individual and family decision-making when purchasing goods or services.	94
2	determine what home and community resources are available to the consuming public.	102
3	recognize current environmental issues related to family consumption patterns.	102
4	develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns.	106
5	recognize the responsibilities, jurisdiction, and services of federal, state, local, and private agencies dealing with consumer services.	126
6	develop a plan of action for consumer communication, protection, and responsibility with the public and private sectors of our economy.	130
7	determine what sources of information are available for consumer use.	138
8	develop a plan of action for working with the consumer aide and other employees.	140

ASSESSMENT INSTRUMENTS

Directions for Pre/Post Assessment Instruments

The tests include one or more questions for each objective in the module.

The pre test should be administered before any teaching of content takes place. Once the tests are scored, the teacher should determine if there are any objectives for which the learners have displayed competence. These objectives need not be taught. The post test should be administered upon completion of the module to determine the progress and level of competency of the learner in achieving each of the stated objectives. Items in the post test are identical to those on the pre test, but appear in a different order. Therefore, the key also is in different order.

The teacher could use the same answer sheet form for the post test as was used for the pre test.

KEY FOR PRE ASSESSMENT INSTRUMENT

Item	Answer	Objective	Item	Answer	Objective
1.	c	1.6	40.	a	4.8
2.	a	4.16	41.	a	4.7
3.	c	4.8	42.	b	1.8
4.	d	3.1	43.	a	4.11
5.	a	4.16	44.	c	8.1
6.	d	1.4	45.	a	4.3
7.	c	1.7	46.	c	7.4
8.	c	1.3	47.	d	6.1
9.	a	4.18	48.	b	4.11
10.	c	4.20	49.	c	3.3
11.	a	4.9	50.	a	6.6
12.	a	5.4	51.	d	5.1
13.	d	1.6	52.	a	5.6
14.	b	7.1	53.	b	4.1
15.	c	4.15	54.	c	4.22
16.	b	4.5	55.	a	4.13
17.	a	1.2	56.	a	6.5
18.	d	4.7	57.	c	6.1
19.	c	4.11	58.	a	6.6
20.	b	1.5	59.	c	4.11
21.	a	4.14	60.	d	7.3
22.	c	4.6	61.	d	6.1
23.	b	4.3	62.	b	3.3
24.	d	2.1	63.	d	5.7
25.	c	6.2	64.	c	4.21
26.	b	1.1	65.	c	7.2
27.	b	4.2	66.	a	5.4
28.	c	2.2	67.	c	6.4
29.	a	6.8	68.	c	4.4
30.	c	3.2	69.	a	6.1
31.	d	8.2	70.	b	5.2
32.	a	1.9	71.	c	7.1
33.	b	4.17	72.	a	6.3
34.	d	6.6	73.	b	6.2
35.	b	2.1	74.	c	5.3
36.	d	6.7	75.	d	6.1
37.	d	2.3	76.	a	7.1
38.	a	4.12	77.	b	5.5
39.	b	3.3	78.	d	4.19

CONSUMER SERVICES

Pre Assessment Instrument

Directions: Choose the one best answer.

1. Owning a stereo would be an important goal for the following group of individuals
   a. senior citizens
   b. elementary school students
   c. senior high students
   d. middle-aged people

2. Which suggestion would be helpful in conserving limited natural resources?
   a. use plastic products
   b. use disposable bottles and cans
   c. use paper products
   d. use glass and ceramic materials

3. The process of recovering useable waste materials, such as paper, glass, and cans, and reusing them to make the same or similar products is called
   a. refiltering
   b. refining
   c. recycling
   d. renewing

4. An example of environmental problems not directly related to consumer consumption patterns is
   a. smog
   b. solid waste
   c. limited resources--oil, trees, etc.
   d. natural disaster

5. What nation has the highest per capita consumption of meat?
   a. United States
   b. England
   c. Germany
   d. Australia

6. People's attitudes are least influenced by their
   a. values
   b. goals
   c. socio-economic background
   d. age group

7. Human energy tends to be a limited resource for individuals during
   a. young adult years
   b. middle age years
   c. retirement years
   d. preschool years

8. For most people, basic values are least likely to change due to a change in which of the following circumstances?
   a. life style
   b. stages of the family life cycle
   c. federal laws
   d. geographic and/or job location

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9. An example of a serious noise pollution problem found in many U.S. cities is
   a. airplane noise
   b. garbage trucks
   c. birds
   d. church bells

10. Examples of visual pollution are
    a. water, lakes and rivers
    b. storm clouds
    c. highway billboards
    d. traffic control signs

11. That natural resource that is in short supply and cannot be replaced is
    a. fossil fuels
    b. trees
    c. water
    d. soil for agricultural purposes

12. What local agency is responsible for checking weight scales in grocery stores
    a. Department of Weights and Measures
    b. Small Claims Court
    c. Police Department
    d. Local Postal Inspector

13. A person who values a life style of conspicuous consumption will value least
    a. Mercedez Benz
    b. a villa on the Riviera
    c. expensive jewelry
    d. public school education

14. The primary purpose of comparative shopping is to help you
    a. decide what to do with your income
    b. find out how different products, services, and stores compare with each other
    c. analyze your values and goals
    d. decide when to use credit

15. Food waste can be cut by
    a. buying large quantities of food
    b. cooking foods so there will be leftovers for the next day
    c. buying only enough food that will be eaten
    d. piling plates high with food to eliminate a second trip

16. Air pollution does not cause the following problem
    a. respiration problems
    b. thunder storms
    c. dirty surfaces on buildings
    d. soiled clothing

17. The values of individuals and society
    a. consciously or unconsciously determine attitudes and behavior
    b. bear no relationship to attitudes and behavior
    c. should remain the same throughout one's lifetime
    d. should be determined by personal experience only

18. Annual solid waste produced in the United States totals
   a. 1,000,000 tons
   b. 4,000,000 tons
   c. 8,000,000 tons
   d. 12,000,000 tons

19. Which is considered the "most dirty" energy source in relation to the environment?
   a. water
   b. oil
   c. coal
   d. natural gas

20. The most important factor for establishing priorities for present wants and needs is
   a. standards
   b. values
   c. money
   d. time

21. Individuals and families waste the following percentage of all the food they eat
   a. less than 25%
   b. 25%
   c. 50%
   d. over 50%

22. Air pollution is not reduced by
   a. a properly tuned automobile
   b. using a car pool
   c. concentrating populations in large cities
   d. using lead-free gasoline when required

23. A chemical that has played a major role in purifying water for drinking is
   a. bonine
   b. chlorine
   c. borax
   d. fluorine

24. Which of the following would not be an example of a material resource?
   a. financial resources
   b. durable goods
   c. community services
   d. occupational skills

25. Consumer protection by law covers all of the following except
   a. deception in advertising, labeling, and selling
   b. safety hazards
   c. consumer errors in selection, use, and care of products
   d. illegal and fraudulent business practices

26. The dominant values in a society are those
   a. held by all members of the society
   b. considered appropriate by the majority in a society
   c. which minority groups consider most important
   d. which minority groups reject

27. A person uses the most water in which of the following activities
   a. shower
   b. tub bath
   c. dishwasher load
   d. one washing machine load of clothes

28. Low cost community resources available to the public does not include
   a. local health department
   b. city/county/federal parks
   c. channel T.V.
   d. churches

29. Consumers should initially seek redress for injustices by communicating with the following
   a. store of purchase
   b. police department
   c. small claims court
   d. Federal Trade Commission

30. Select the alternative for a limited resource available in our economy today
   a. aluminum cans replacing glass bottles
   b. man made fibers replacing natural fibers
   c. solar heating replacing conventional fuels
   d. plastic products replacing paper products

31. To develop the best working relationships, the Consumer Advisor needs to
   a. keep lines of communication open
   b. motivate employees toward high productivity
   c. encourage a highly competitive work schedule
   d. a and b

32. Individuals in the old age stage of the life cycle would be most concerned with
   a. financial resources
   b. recreation
   c. housing
   d. safety

33. Noise will not cause the following health problem
   a. headache
   b. sinus problems
   c. ulcers
   d. hearing loss

34. A term that means attempting to get help for consumer injustices in the market-place is
   a. letter writing
   b. complaining
   c. correcting injustices
   d. seeking redress

35. Which of the following would not be an example of a human resource?
   a. human energy
   b. time
   c. skills and abilities
   d. knowledge and understanding

36. Why do consumers become victims of fraudulent or deceptive practices?
    a. consumers are too trusting
    b. consumers are greedy
    c. they do not take the time to investigate thoroughly
    d. a and c

37. The public health department does not provide for
    a. T.B. testing or X-rays
    b. well baby clinics
    c. immunization shots
    d. yearly physicals

38. What individual or family activities conserve the most energy?
    a. shut heating off in unused rooms
    b. turn off all unnecessary lights
    c. use cold water for washing all clothes
    d. use small appliances rather than surface unit or range

39. Preserving the environment for our own and future generations involves
    a. returning to a primitive existence
    b. modification of lifestyles and goals in economically advanced nations
    c. an increase in productive capacity in all nations
    d. immediate and extreme action on the part of all individuals and all segments of the economy in the United States and all other nations

40. An effective, efficient, and non-polluting solid waste disposal system is
    a. sanitary land fill
    b. incineration
    c. ocean disposal
    d. rocketing into space

41. A solid waste product that is not biodegradable is
    a. plastics
    b. cardboard
    c. glass
    d. iron

42. Which decision will require the most future decisions and commitments?
    a. purchasing a pedigreed dog
    b. having a baby
    c. annual vacations
    d. purchasing real estate

43. The most important place to have insulation in your home is
    a. ceiling
    b. interior walls
    c. exterior walls
    d. floor

44. The following responsibility would not be delegated to the Consumer Aide
    a. clerk typist skills
    b. receiving phone messages
    c. planning and implementing a consumer conference
    d. referring consumer problems.

45. One of the main processes for cleaning waste water employs
    a. bacteria
    b. laser beams
    c. radioisotopes
    d. yeast

46. When purchasing new clothes you will not necessarily need the following information
    a. fiber content
    b. care instructions
    c. country or origin
    d. size

47. A responsible consumer will normally
    a. leave consumer litigation and action to the experts
    b. suffer in silence rather than complain when dissatisfied
    c. recognize that his individual effort can make little or no impact in the marketplace
    d. do whatever he can to protect his own rights and improve the consumer's position in the market place

48. Which is the least efficient form of energy?
    a. natural gas
    b. electricity
    c. coal
    d. oil

49. Adequate pollution control would require
    a. abolishing the use of pesticides and other unnatural products
    b. curtailment of all industrial activity
    c. a willingness on the part of consumers, industry and government to pay the cost of recycling and proper waste disposal
    d. prohibition of all glass, plastic and metal containers

50. Consumer problems cannot be resolved if
    a. the consumer and the seller do not communicate
    b. a product is faulty
    c. the consumer gets mad
    d. the consumer does not have a lawyer

51. Government agencies that protect the consumer are
    a. Better Business Bureaus, Chambers of Commerce and similar associations
    b. local, state, and national consumer organizations
    c. manufacturers and retailers
    d. Federal Trade Commission and Food and Drug Administration

52. A reference chart listing federal, state, local, and private agencies offering consumer information need not include the following
    a. director's name
    b. phone number and address
    c. services rendered
    d. business hours

53. The average person uses the following amount of water each day in his home
- a. under 20 gallons
- b. 21-80 gallons
- c. 81-140 gallons
- d. over 141 gallons

54. Citizens banding together to try to eliminate visual pollution can be more successful in their attempt by
- a. painting fire hydrants
- b. painting murals on unattractive buildings
- c. seeking community cooperation
- d. picketing agencies causing visual pollution

55. Which method of dissemination on conservation of energy will reach the most people?
- a. public service announcements on radio and T.V.
- b. booths at shopping centers in major cities across the country
- c. school programs and classes in the secondary and adult schools in the U.S.
- d. newspaper announcements in the major U.S. newspapers

56. Consumer grievances can best be handled by
- a. promptly reporting all pertinent information to the appropriate person and place
- b. never returning to a store where you have had a misunderstanding or some trouble
- c. insisting on perfection in the goods and services you buy
- d. taking immediate legal action whenever you are dissatisfied

57. Consumer ignorance is least apparent in which of the following situations?
- a. relying on tips to purchase stocks as an investment
- b. buying life insurance
- c. buying weekly groceries
- d. purchasing real estate

58. Consumer problems may be a result of
- a. misuse of a product
- b. investigation of the product
- c. an understanding between the buyer and seller
- d. proper interpretation of instructions

59. Which of the following appliances is the least efficient to use?
- a. electric skillet
- b. electronic oven
- c. conventional oven
- d. charcoal barbeque

60. When searching for information on buying a used car, the poorest choice is
- a. Changing Times
- b. Consumer Reports and Consumer Research
- c. car mechanic
- d. Better Business Bureau

61. Perhaps the greatest influence on consumer product choosing is
   a. regional differences
   b. friends of the consumer
   c. current fads
   d. advertising

62. If oil producing countries of the world significantly reduced the price of crude oil per barrel, the following will probably happen
   a. fuel oil and gasoline prices will decrease
   b. the consumption of fuel oil and gasoline will increase
   c. the price of fuel oil and gasoline will increase
   d. price and consumption will remain the same

63. While working in a consumer organization, a consumer arrives with the following problem: A door to door salesman had been hired to pave her driveway for $100 and all he did was spread oil on it. Who could best help her attempt to solve the problem?
   a. Better Business Bureau
   b. Chamber of Commerce
   c. Department of Licensing
   d. Police Department

64. Visual pollution can be realistically reduced through the following
   a. removing all signs
   b. eliminating air pollution
   c. public service announcements
   d. eliminating advertising

65. When searching for reliable consumer information for purchasing a product, you should consult
   a. manufacturer's information booklets
   b. advertisements
   c. Consumer Research
   d. local newspaper

66. Which of the following is not a local public agency that provides consumer services?
   a. Welfare Department
   b. Police Department
   c. Fire Department
   d. Small Claims Court

67. Which statement about fraud is not true?
   a. It is a deliberate distortion of the truth
   b. It is difficult to prove fraudulent intentions on the part of the seller
   c. It is precisely defined by the courts
   d. It needs to be identified so consumers can avoid it

68. Which source emits the most carbon monoxide to the atmosphere?
   a. automobiles
   b. industry
   c. nature
   d. private homes

69. Exercising the proper judgment and restraint when transacting business is considered part of the consumer's
   a. responsibility
   b. satisfaction
   c. shopping ability
   d. given rights

70. Detailed information on pending consumer legislation is readily available through
   a. your local post office
   b. your congressman, senator, or the Congressional Report
   c. any government book store or the Superintendent of Documents
   d. your local library

71. Recommendations of specific products and brand names are generally available from
   a. the federal government
   b. local government agencies
   c. Consumer Reports and Consumer Research
   d. your Better Business Bureau

72. If consumers know their legal rights and responsibilities, they will have knowledge of
   a. the basic elements of the consumer system
   b. criminal law of the state and nation
   c. the federal reserve monetary system
   d. international trade and balance of payments

73. The consumer's right to safety involves all of the following except
   a. the manufacturers' and retailers' responsibility to provide adequate easy-to-read use and care instructions and safety precautions where needed together with the consumer's responsibility to use them
   b. the removal from the marketplace of all hazardous substances and products frequently involved in consumer accidents or injuries
   c. a willingness on the part of consumers and businesses to pay the cost of built-in product safety
   d. thorough testing of products prior to marketing to insure safety and performance

74. What state agency is responsible for prosecuting state consumer fraud cases?
   a. Department of Consumer Affairs
   b. Department of Licensing
   c. Attorney General's Office
   d. Bureau of Weights and Measures

75. The real cause of the dilemma of the consumer's world is
   a. fraudulent and deceptive practices
   b. consumer inequities
   c. helplessness
   d. ignorance

76. The most detailed sources of shopping information on a wide variety of products are
   a. mail order catalogs
   b. newspapers
   c. Better Business Bureau
   d. T.V. advertisements

77. Private agencies that protect the consumers are
   a. Product Safety Commission
   b. Better Business Bureaus, Chambers of Commerce and similar associations
   c. Environmental Protection Agency
   d. Office of Consumer Affairs

78. Noise pollution will not be decreased in a home by
   a. insulating pipes
   b. installing window coverings
   c. carpeting floors
   d. installing grey window glass

Key for Post Assessment Instrument

Item	Answer	Objective	Item	Answer	Objective
1.	a	4.16	40.	a	4.12
2.	d	3.1	41.	c	7.4
3.	c	4.8	42.	a	4.3
4.	a	4.16	43.	c	8.1
5.	c	1.6	44.	a	4.11
6.	a	4.9	45.	b	1.8
7.	c	4.20	46.	a	4.7
8.	a	4.18	47.	d	5.1
9.	c	1.3	48.	a	6.6
10.	c	1.7	49.	c	3.3
11.	d	1.4	50.	b	4.11
12.	a	1.2	51.	d	6.1
13.	b	4.5	52.	a	4.13
14.	c	4.15	53.	c	4.22
15.	b	7.1	54.	b	4.1
16.	d	1.6	55.	a	5.6
17.	a	5.4	56.	c	7.2
18.	c	4.6	57.	c	4.21
19.	a	4.14	58.	d	5.7
20.	b	1.5	59.	b	3.3
21.	c	4.11	60.	d	6.1
22.	d	4.7	61.	d	7.3
23.	c	2.2	62.	c	4.11
24.	b	4.2	63.	a	6.6
25.	b	1.1	64.	c	6.1
26.	c	6.2	65.	a	6.5
27.	d	2.1	66.	a	6.3
28.	b	4.3	67.	c	7.1
29.	b	4.17	68.	b	5.2
30.	a	1.9	69.	a	6.1
31.	d	8.2	70.	c	4.4
32.	c	3.2	71.	c	6.4
33.	a	6.8	72.	a	5.4
34.	d	2.3	73.	d	4.19
35.	d	6.7	74.	b	5.5
36.	b	2.1	75.	a	7.1
37.	d	6.6	76.	d	6.1
38.	a	4.8	77.	c	5.3
39.	b	3.3	78.	b	6.2

CONSUMER SERVICES

Post Assessment Instrument

Directions: Choose the one best answer.

1. What nation has the highest per capita consumption of meat?
    a. United States
    b. England
    c. Germany
    d. Australia

2. An example of environmental problems not directly related to consumer consumption patterns is
    a. smog
    b. solid waste
    c. limited resources--oil, trees, etc.
    d. natural disaster

3. The process of recovering useable waste materials, such as paper, glass and cans, and reusing them to make the same or similar products is called
    a. refiltering
    b. refining
    c. recycling
    d. renewing

4. Which suggestion would be helpful in conserving limited natural resources?
    a. use plastic products
    b. use disposable bottles and cans
    c. use paper products
    d. use glass and ceramic materials

5. Owning a stereo would be an important goal for the following group of individuals
    a. senior citizens
    b. elementary school students
    c. senior high students
    d. middle-aged people

6. That natural resource that is in short supply and cannot be replaced is
    a. fossil fuels
    b. trees
    c. water
    d. soil for agricultural purposes

7. Examples of visual pollution are
    a. water, lakes and rivers
    b. storm clouds
    c. highway billboards
    d. traffic control signs

8. An example of a serious noise pollution problem found in many U.S. cities is
   a. airplane noise
   b. garbage trucks
   c. birds
   d. church bells

9. For most people, basic values are least likely to change due to a change in which of the following circumstances?
   a. life style
   b. stages of the family life cycle
   c. federal laws
   d. geographic and/or job location

10. Human energy tends to be a limited resource for individuals during
   a. young adult years
   b. middle age years
   c. retirement years
   d. preschool years

11. People's attitudes are least influenced by their
   a. values
   b. goals
   c. socio-economic background
   d. age group

12. The values of individuals and society
   a. consciously or unconsciously determine attitudes and behavior
   b. bear no relationship to attitudes and behavior
   c. should remain the same throughout one's lifetime
   d. should be determined by personal experience only

13. Air pollution does not cause the following problem
   a. respiration problems
   b. thunder storms
   c. dirty surfaces on buildings
   d. soiled clothing

14. Food waste can be cut by
   a. buying large quantities of food
   b. cooking foods so there will be leftovers for the next day
   c. buying only enough food that will be eaten
   d. piling plates high with food to eliminate a second trip

15. The primary purpose of comparative shopping is to help you
   a. decide what to do with your income
   b. find out how different products, services, and stores compare
   c with each other
   c. analyze your values and goals
   d. decide when to use credit

16. A person who values a life style of conspicuous consumption will value least
   a. Mercedez Benz
   b. a villa on the Riviera
   c. expensive jewelry
   d. public school education

17. What local agency is responsible for checking weight scales in grocery stores
   a. Department of Weights and Measures
   b. Small Claims Court
   c. Police Department
   d. Local Postal Inspector

18. Air pollution is not reduced by
   a. a properly tuned automobile
   b. using a car pool
   c. concentrating populations in large cities
   d. using lead-free gasoline when required

19. Individuals and families waste the following percentage of all the food they eat
   a. less than 25%
   b. 25%
   c. 50%
   d. over 50%

20. The most important factor for establishing priorities for present wants and needs is
   a. standards
   b. values
   c. money
   d. time

21. Which is considered the "most dirty" energy source in relation to the environment?
   a. water
   b. oil
   c. coal
   d. natural gas

22. Annual solid waste produced in the United States totals
   a. 1,000,000 tons
   b. 4,000,000 tons
   c. 8,000,000 tons
   d. 12,000,000 tons

23. Low cost community resources available to the public does not include
   a. local health department
   b. city/county/federal parks
   c. channel T.V.
   d. churches

24. A person uses the most water in which of the following activities
   a. shower
   b. tub bath
   c. dishwasher load
   d. one washing machine load of clothes

25. The dominant values in a society are those
   a. held by all members of the society
   b. considered appropriate by the majority in a society
   c. which minority groups consider most important
   d. which minority groups reject

26. Consumer protection by law covers all of the following except
   a deception in advertising, labeling, and selling
   b. safety hazards
   c. consumer errors in selection, use, and care of products
   d. illegal and fraudulent business practices

27. Which of the following would not be an example of a material resource?
   a. financial resources
   b. durable goods
   c. community services
   d. occupational skills

28. A chemical that has played a mjaor role in purifying water for drinking is
   a. bonine
   b. chlorine
   c. borax
   d. florine

29. Noise will not cause the following health problem
   a. headache
   b. sinus problems
   c. ulcers
   d. hearing loss

30. Individuals in the old age stage of the life cycle would be most concerned with
   a. financial resources
   b. recreation
   c. housing
   d. safety

31. To develop the best working relationships, the Consumer Advisor needs to
   a. keep lines of communication open
   b. motivate employees toward high productivity
   c. encourage a highly competitive work schedule
   d. a and b

32. Select the alternative for a limited resource available in our economy today
   a. aluminum cans replacing glass bottles
   b. man made fibers
   c. solar heating replacing conventional fuels
   d. plastic products replacing paper products

33. Consumers should initially seek redress for injustices by communicating with the following
   a. store of purchase
   b. police department
   c. small claims court
   d. Federal Trade Commission

34. The public health department does not provide for
   a. T.B. testing or X-rays
   b. well baby clinics
   c. immunization shots
   d. yearly physicals

35. Why do consumers become victims of fraudulent or deceptive practices?
   a. consumers are too trusting
   b. consumers are greedy
   c. they do not take the time to investigate thoroughly
   d. a and c

36. Which of the following would not be an example of human resources?
   a. human energy
   b. time
   c. skills and abilities
   d. knowledge and understanding

37. A term that means attempting to get help for consumer injustices in the market-place is
   a. letter writing
   b. complaining
   c. correcting injustices
   d. seeking redress

38. An effective, efficient, and non-polluting solid waste disposal system is
   a. sanitary land fill
   b. incineration
   c. ocean disposal
   d. rocketing into space

39. Preserving the environment for our own and future generations involves
   a. returning to a primitive existence
   b. modification of lifestyles and goals in economically advanced nations
   c. an increase in productive capacity in all nations
   d. immediate and extreme action on the part of all individuals and all segments of the economy in the United States and all other nations

40. What individual or family activities conserve the most energy?
   a. shut heating off in unused rooms
   b. turn off all unnecessary lights
   c. use cold water for washing all clothes
   d. use small appliances rather than surface unit or range

41. When purchasing new clothes you will not necessarily need the following information
   a. fiber content
   b. care instructions
   c. country of origin
   d. size

42. One of the main processes for cleaning waste water employs
a. bacteria
b. laser beams
c. radioisotopes
d. yeast

43. The following responsibility would not be delegated to the Consumer Aide
a. clerk typist skills
b. receiving phone messages
c. planning and implementing a consumer conference
d. referring consumer problems

44. The most important place to have insulation in your home is
a. ceiling
b. interior walls
c. exterior walls
d. floor

45. Which decision will require the most future decisions and commitments?
a. purchasing a pedigreed dog
b. having a baby
c. annual vacations
d. purchasing real estate

46. A solid waste product that is not biodegradable is
a. plastics
b. cardboard
c. glass
d. iron

47. Government agencies that protect the consumer are
a. Better Business Bureaus, Chamber of Commerce and similar associations
b. local, state, and national consumer organizations
c. manufacturers and retailers
d. Federal Trade Commission and Food and Drug Administration

48. Consumer problems cannot be resolved if
a. the consumer and the seller do not communicate
b. a product is faulty
c. the consumer gets mad
d. the consumer does not have a lawyer

49. Adequate pollution control would require
a. abolishing the use of pesticides and other unnatural products
b. curtailment of all industrial activity
c. a willingness on the part of consumers, industry and government to pay the cost of recycling and proper waste disposal
c. prohibition of all glass, plastic and metal containers

50. Which is the least efficient form of energy?
a. natural gas
b. electricity
c. coal
d. oil

51. A responsible consumer will normally
    a. leave consumer litigation and action to the experts
    b. suffer in silence rather than complain when dissatisfied
    c. recognize that his individual effort can make little or no impact in the market place
    d. do whatever he can to protect his own rights and improve the consumer's position in the market place

52. Which method of dissemination on conservation of energy will reach the most people?
    a. public service announcements on radio and T.V.
    b. booths at shopping centers in major cities across the country
    c. school programs and classes in the secondary and adult schools in the U.S.
    d. newspaper announcements in major U.S. newspapers

53. Citizens banding together to try to eliminate visual pollution can be more successful in their attempt by
    a. painting fire hydrants
    b. painting murals on unattractice buildings
    c. seeking community cooperation
    d. picketing agencies causing visual pollution

54. The average person uses the following amount of water each day in his home
    a. under 20 gallons
    b. 21-80 gallons
    c. 81-140 gallons
    d. over 141 gallons

55. A reference chart listing federal, state, local, and private agencies offering consumer information need not include the following
    a. director's name
    b. phone number and address
    c. services rendered
    d. business hours

56. When searching for reliable consumer information for purchasing a product, you should consult
    a. manufacturer's information booklets
    b. advertisements
    c. Consumer Research
    d. local newspaper

57. Visual pollution can be realistically reduced through the following
    a. removing all signs
    b. eliminating air pollution
    c. public service announcements
    d. eliminating advertising

58. While working in a consumer organization, a consumer arrives with the following problem: A door to door salesman had been hired to pave her driveway for $100 and all he did was spread oil on it. Who could best help her attempt to solve the problem?
    a. Better Business Bureau
    b. Chamber of Commerce
    c. Department of Licensing
    d. Police Department

59. If oil producing countries of the world significantly reduced the price of crude oil per barrel, the following will probably happen
a. fuel oil and gasoline prices will decrease
b. the consumption of fuel oil and gasoline will increase
c. the price of fuel oil and gasoline will increase
d. price and consumption will remain the same

60. Perhaps the greatest influence on consumer product choosing is
a. regional differences
b. friends of the consumer
c. current fads
d. advertising

61. When searching for information on buying a used car, the poorest choice is
a. Changing Times
b. Consumer Reports and Consumer Research
c. car mechanic
d. Better Business Bureau

62. Which of the following appliances is the least efficient to use?
a. electric skillet
b. electronic oven
c. conventional oven
d. charcoal barbeque

63. Consumer problems may be a result of
a. misuse of a product
b. investigation of the product
c. an understanding between the buyer and seller
d. proper interpretation of instructions

64. Consumer ignorance is least apparent in which of the following situations?
a. relying on tips to purchase stocks as an investment
b. buying life insurance
c. buying weekly groceries
d. purchasing real estate

65. Consumer grievances can best be handled by
a. promptly reporting all pertinent information to the appropriate person and place
b. never returning to a store where you have had a misunderstanding or some trouble
c. insisting on perfection in the goods and services you buy
d. taking immediate legal action whenever you are dissatisfied

66. If consumers know their legal rights and responsibilities, they will have knowledge of
a. the basic elements of the consumer system
b. criminal law of the state and nation
c. the federal reserve monetary system
d. international trade and balance of payments

67. Recommendations of specific products and brand names are generally available from
a. the federal government
b. local government agencies
c. Consumer Reports and Consumer Research
d. your Better Business Bureau

68. Detailed information on pending consumer legislation is readily available through
a. your local post office
b. your congressman, senator, or the Congressional Report
c. any government book store or the Superintendent of Documents
d. your local library

69. Exercising the proper judgment and restraint when transacting business is considered part of the consumer's
a. responsibility
b. satisfaction
c. shopping ability
d. given rights

70. Which source emits the most carbon monoxide to the atmosphere?
a. automobiles
b. industry
c. nature
d. private homes

71. Which statement about fraud is not true?
a. It is a deliberate distortion of the truth
b. It is difficult to prove fraudulent intentions on the part of the seller
c. It is precisely defined by the courts
d. It needs to be identified so consumers can avoid it

72. Which of the following is not a local public agency that provides consumer services?
a. Welfare Department
b. Police Department
c. Fire Department
d. Small Claims Court

73. Noise pollution will not be decreased in a home by
a. insulating pipes
b. installing window coverings
c. carpeting floors
d. installing grey window glass

74. Private agencies that protect the consumers are
a. Product Safety Commission
b. Better Business Bureaus, Chambers of Commerce and similar associations
c. Environmental Protection Agency
d. Office of Consumer Affairs

75. The most detailed sources of shopping information on a wide variety of products are
   a. mail order catalogs
   b. newspapers
   c. Better Business Bureau
   d. T.V. advertisements

76. The real cause of the dilemma of the consumer's world is
   a. fraudulent and deceptive practices
   b. consumer inequities
   c. helplessness
   d. ignorance

77. What state agency is responsible for prosecuting state consumer fraud cases?
   a. Department of Consumer Affairs
   b. Department of Licensing
   c. Attorney General's office
   d. Bureau of Weights and Measures

78. The consumer's right to safety involves all of the following except
   a. the manufacturers' and retailers' responsibility to provide adequate easy-to-read use and care instructions and safety precautions where needed together with the consumer's responsibility to use them
   b. the removal from the marketplace of all hazardous substances and products frequently involved in consumer accidents or injuries
   c. a willingness on the part of consumers and businesses to pay the cost of built-in product safety
   d. thorough testing of products prior to marketing to insure safety and performance

Directions and Criteria for Scoring Affective Instrument

Philosophy of Human Nature

Here is a series of attitude statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of opinion.

Read each statement carefully. Then indicate the extent to which you agree or disagree by circling the number on the answer sheet. The numbers and their meaning are indicated below:

If you agree strongly - circle 5

If you agree somewhat - circle 4

If you agree slightly - circle 3

If you disagree slightly - circle 2

If you disagree somewhat - circle 1

If you disagree strongly - circle 0

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number in front of the statement. Give your opinion on every statement.

If you find that the numbers to be used in answering do not adequately indicate your own opinion use the one which is closest to the way you feel.

Total scores for the favorableness toward human nature scale can vary between -118 and +118. Although no average scores for this total scale are given, the information would work out to a value of +3.8.

Trustworthiness (Positive items)

2. Most students will tell the instructor when he has made a mistake in adding up their score.

7. If you give the average person a job to do and leave him to do it, he will finish it successfully.

12. People usually tell the truth, even when they know they would be better off by lying.

18. Most students do not cheat when taking an exam.

23. Most people are basically honest.

58. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.

75. Most people lead clean, decent lives.

Trustworthiness (Negative items)

28. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

34. If you want people to do a job right, you should explain things to them in great detail and supervise them closely.

40. If most people could get into a movie without paying and be sure they were not seen, they would do it.

46. Most people are not really honest for a desirable reason; they're afraid of getting caught.

52. Most people would tell a lie if they could gain by it.

67. Most people would cheat on their income tax, it they had a chance.

80. Nowadays people commit a lot of crimes and sins that no one else ever hears about.

Altruism (Positive items)

4. Most people try to apply the Golden Rule even in today's complex society

9. Most people do not hesitate to go out of their way to help someone in trouble.

14. Most people will act as "Good Samaritans" if given the opportunity.

19. "Do unto others as you would have them do unto you" is a motto most people follow.

60. The typical person is sincerely concerned about the problems of others.

64. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.

77. Most people would stop and help a person whose car is disabled.

30. The average person is conceited.

36. It's only a rare person who would risk his own life and limb to help someone else.

42. It's pathetic to see an unselfish person intoday's world because so many people take advantage of him.

48. People pretend to care more about one another than they really do.

54. Most people inwardly dislike putting themselves out to help other people.

69. Most people exaggerate their troubles in order to get sympathy.

82. People are usually out for their own good.

Independence (Positive items)

29. Most people have the courage of their convictions.

35. Most people can make their own decisions, uninfluenced by public opinion.

41. It is achievement, rather than popularity with others, that gets you ahead nowadays.

47. The average person will stick to his opinion if he thinks he's right, even if he sees many others doing it.

68. The person with novel ideas is respected in our society.

81. Most people will speak out for what they believe in.

Independence (Negative items)

3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel.

8. Nowadays many people won't make a move until they find out what other people think.

13. The important thing in being successful nowadays is not how hard you work, but how well you fit in with the crowd.

24. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.

59. It's a rare person who will go against the crowd.

63. Most people have to rely on someone else to make their important decisions for them.

76. The average person will rarely express his opinion in a group when he sees the others disagree with him.

Strength of Will and Rationality (Positive items)

27. If a person tries hard enough, he will usually reach his goals in life.

33. The average person has an accurate understanding of the reasons for his behavior.

39. If people try hard enough, wars can be prevented in the future.

45. The average person is largely the master of his own fate.

51. In a local or national election, most people select a candidate rationally and logically.

66. Most persons have a lot of control over what happens to them is life.

72. Most people have a good idea of what their strengths and weaknesses are.

Strength of Will and Rationality (Negatvie items)

1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.

6. Our success in life is pretty much determined by forces outside our own control.

17. Attempts to understand ourselves are usually futile.

22. There's little one can do to alter his fate in life.

57. Most people have little influence over the things that happen to them.

62. Most people have an unrealistically favorable view of their own capabilities.

74. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

Complexity of Human Nature (Positive items)

32. I find that my first impressions of people are frequently wrong.

38. Some people are too complicated for me to figure out.

44. I think you can never really understand the feeling of other people.

50. You can't accurately describe a person in just a few words.

56. You can't classify everyone as good or bad.

71. People are too complex to ever be understood fully.

79. People are so complex it is hard to know what "makes them tick."

Complexity of Human Nature (Negative items)

5. I find that my first impression of a person is usually correct.

11. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."

16. It's not hard to understand what really is important to a person.

21. I think I get a good idea of a person's basic nature after a brief conversation with him.

26. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

65. When I meet a person, I look for one basic characteristic through which I try to understand him.

84. Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.

Variability in Human Nature (Positive Items)

10. A person's reaction to things differs from one situation to another.

15. Different people react to the same situation in different ways.

20. Each person's personality is different from the personality of every other person.

25. People are quite different in their basic interests.

61. People are pretty different from one another in what "makes them tick."

73. Often a person's basic personality is altered by such things as a religious conversion, psycho-therapy, or a charm course.

78. People are unpredictable in how they'll act from one situation to another.

Variability in Human Nature (Negative Items)

31. People are pretty much alike in their basic interests.

37. People are basically similar in their personalities.

43. If you have a good idea about how several people will react to a certain situation, you can expect most other people to react the same way.

49. Most people are consistent from situation to situation in the way they react to things.

55. A child who is popular will be popular as an adult, too.

70. If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.

83. When you get right down to it, people are quite alike in their emotional makeup.

Affective Instrument: Philosophy of Human Nature

Pre Test

Directions: Choose the one best answer.

1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.
2. Most students will tell the instructor when he has made a mistake in addind up their score, even if he had given them more points than they deserved.
3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they don't change the way they feel.
4. Most people try to apply the Golden Rule even in today's complex society.
5. I find thay my first impression of a person is usually correct.
6. Our success in life is pretty much determined by forces outside our own control.
7. If you give the average person a job to do and leave him to do it, he will finish it successfully.
8. Nowadays many people won't make a move until they find out what other people think.
9. Most people do not hesitate to go out of their way to help someone in trouble.
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27. If a person tries hard enough, he will usually reach his goals in life.

28. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

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35. Most people can make their own decisions, uninfluenced by public opinion.

36. It's only a rare person who would risk his own life and limb to help someone else.

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45. The average person is largely the master of his own fate.

46. Most people are not really honest for a desirable reason; they're afraid of getting caught.

47. The average person will stick to his opinion if he thinks he's right, even if others disagree.

48. People pretend to care more about one another than they really do.

49. Most people are consistent from situation to situation in the way they react to things.

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51. In a local or national election, most people select a candidate ration- and logically.

52. Most people would tell a lie if they could gain by it.

53. If a student does not believe in cheating, he will avoid it even if he sees many others doing it.

54. Most people inwardly dislike putting themselves out to help other people.

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74. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

75. Most people lead clean, decent lives.

76. The average person will rarely express his opinion in a group when he sees the others disagree with him.

77. Most people would stop and help a person whose car is disabled.

78. People are unpredictable in how they'll act from one situation to another.

79. People are so complex it is hard to know what "makes them tick."

80. Nowadays people commit a lot of crimes and sins that no one else ever hears about.

81. Most people will speak out for what they believe in.

82. People are usually out for their own good.

83. When you get right down to it, people are quite alike in their emotional makeup.

84. Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.

66

Affective Instrument: Philosophy of Human Nature

Post Test

Directions: Choose the one best answer.

1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.

2. Most students will tell the instructor when he has made a mistake in addind up their score, even if he had given them more points than they deserved.

3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they don't change the way they feel.

4. Most people try to apply the Golden Rule even in today's complex society.

5. I find thay my first impression of a person is usually correct.

6. Our success in life is pretty much determined by forces outside our own control.

7. If you give the average person a job to do and leave him to do it, he will finish it successfully.

8. Nowadays many people won't make a move until they find out what other people think.

9. Most people do not hesitate to go out of their way to help someone in trouble.

10. A person's reaction to things differs from one situation to another.

11. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."

12. People usually tell the truth, even when they know they would be better off by lying.

13. The important thing in being successful nowadays is not how hard you work, but how well you fit in with the crowd.

14. Most people will act as "Good Samaritans" if given the opportunity.

15. Different people react to the same situation in differnt ways.

16. It's not hard to understand what really is important to a person.

17. Attempts to understand ourselves are usually futile.

18. Most students do not cheat when taking an exam.

19. "Do unto others as you would have them do unto you" is a motto most people follow.

20. Each person's personality is different from the personality of every other person.

21. I think I get a good idea of a person's basic nature after a brief conversation with him.

22. There's little one can do to alter his fate in life.

23. Most people are basically honest.

24. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.

25. People are quite different in their basic interests.

26. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

27. If a person tries hard enough, he will usually reach his goals in life.

28. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

29. Most people have the courage of their convictions.

30. The average person is conceited.

31. People are pretty much alike in their basic interests.

32. I find that my first impressions of people are frequently wrong.

33. The average person has an accurate understanding of the reasons for his behavior.

34. If you want people to do a job right, you should explain things to them in great detail and supervise them closely.

35. Most people can make their own decisions, uninfluenced by public opinion.

36. It's only a rare person who would risk his own life and limb to help someone else.

37. People are basically similar in their personalities.

38. Some people are too complicated for me to figure out.

39. If people try hard enough, wars can be prevented in the future.

40. If most people could get into a movie without paying and be sure they were not seen, they would do it.

41. It is achievement, rather than popularity with others, that gets you ahead nowadays.

42. It's pathetic to see an unselfish person in today's world because so many people take advantage of him.

43. If you have a good idea about how several people will react to a certain situation, you can expect most other people to react the same way.

44. I think you can never really understand the feeling of other people.

45. The average person is largely the master of his own fate.

46. Most people are not really honest for a desirable reason; they're afraid of getting caught.

47. The average person will stick to his opinion if he thinks he's right, even if others disagree.

48. People pretend to care more about one another than they really do.

49. Most people are consistent from situation to situation in the way they react to things.

50. You can't accurately describe a person in just a few words.

51. In a local or national election, most people select a candidate rationand logically.

52. Most people would tell a lie if they could gain by it.

53. If a student does not believe in cheating, he will avoid it even if he sees many others doing it.

54. Most people inwardly dislike putting themselves out to help other people.

55. A child who is popular will be popular as an adult, too.

56. You can't classify everyone as good or bad.

57. Most people have little influence over the things that happen to them.

58. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.

59. It's a rare person who will go against the crowd.

60. The typical person is sincerely concerned about the problems of others.

61. People are pretty different from one another in what "makes them tick."

62. Most people have an unrealistically favorable view of their own capabilities.

63. Most people have to rely on someone else to make their important decisions for them.

64. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.

65. When I meet a person, I look for one basic characteristic through which I try to understand him.

66. Most persons have a lot of control over what happens to them in life.

67. Most people would cheat on their income tax, if they had a chance.

68. The person with novel ideas is respected in our society.

69. Most people exaggerate their troubles in order to get symmpathy.

70. If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.

71. People are too complex to ever be understood fully.

72. Most people have a good idea of what their strengths and weaknesses are.

73. Often a person's basic personality is altered by such things as a religious conversion, psycho-therapy, or a charm course.

74. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

75. Most people lead clean, decent lives.

76. The average person will rarely express his opinion in a group when he sees the others disagree with him.

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COMPETENCY BASED
TEACHING MODULE

CONSUMER SERVICES

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1. understand how consumers' values, needs, attitudes, standards, and goals influence individual and family decision-making when purchasing goods or services.	1.1 identify the determinants of the choices consumers make in their day-to-day living.
	1.2 identify and recognize how people's values are reflected by their life styles.
	1.3 identify and demonstrate how values compete.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.1 lead a discussion on what influences consumers in the purchasing choices they make using You as a decision-maker (appendix, pp. A-1-2). Topics for discussion: Influence on consumer purchasing (appendix, p. B-1) can be used to facilitate the discussion.	BOOKS 8 Economic issues for consumers, pp. 2-59. 5 Economics for consumers, pp. 3-60. APPENDIX: You as a decision-maker, pp. A-1-2. APPENDIX: Topics for discussion: Influence on consumer purchasing, p. B-1.
1.2.1 have the learners read the Alternative Life Style case studies using Alternative life sytles (appendix, pp. A-3-6). Ask them to identify the values of the people involved as well as their decision-making process. Assist the learners in recognizing instances in which they may be reflecting their own values. How do their values differ from the people in the case studies?	APPENDIX: Alternative life styles, pp. A-3-6.
1.2.2 have the learners participate in the values exercise using What's in your wallet? (appendix, p. B-2).	APPENDIX: What's in your wallet?, p. B-2.
1.2.3 have the learners participate in the exercise V-A-L-U card game (appendix, pp. A-7-8), using V-A-L-U card game (appendix, p. B-3) to facilitate the discussion.	APPENDIX: V-A-L-U card game, pp. A-7-8. APPENDIX: V-A-L-U card game, p. B-3.
1.3.1 ask the learners to respond to the competing values case studies by discussing the advantages and disadvantages of all the alternatives available using Competing values (appendix, pp. A-9-10).	APPENDIX: Competing values, pp. A-9-10.
1.3.2 facilitate a discussion on how competing values would influence their interaction with clients while on the job as a consumer advisor.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1. understand how consumers' values, needs, attitudes, standards, and goals influence individual and family decision-making when purchasing goods or services. (Cont'd)	1.4 demonstrate how attitudes influence people.
	1.5 establish priorities of present needs and wants in relation to individual or family values, goals, and resources available.
	1.6 adapt priorities in values, needs, attitudes, and goals to changing situations and various stages of the life cycle for different individuals.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.4.1 have the learners complete the What are your attitudes? (appendix, pp. A-11-16) questionnaire. Discuss the answers as to how and why the learners differ in their responses using Topics for discussion: Attitudes (appendix, p. B-4) to facilitate the discussion.	**APPENDIX:** What are your attitudes?, pp. A-11-16. BOOKS 10 Teaching for changed attitudes and values, pp. 1-25. **APPENDIX:** Topics for discussion: Attitudes, p. B-4.
1.4.2 have the learners role-play situations in which personal attitudes influence the perception of others' values, goals, etc.	
1.5.1 have the learners evaluate the case studies and establish priorities of present needs and wants in relation to individual or family values, goals, and resources available using Present needs and wants case study (appendix, p. A-17). Have the learners analyze and justify their answers.	**APPENDIX:** Present needs and wants case study, p. A-17.
1.5.2 have the learners develop case studies with a variety of age groups and socioeconomic levels and evaluate and analyze them. These case studies could be developed as a result of the learners talking to individuals/families. Discuss how these case studies represent the types of people they will be helping as a consumer advisor.	
1.6.1 have learners respond to the Life cycle (appendix, pp. A-18-21), and then discuss their answers in relation to their roles as employees.	**APPENDIX:** Life cycle, pp. A-18-21.
1.6.2 facilitate a discussion concerning the stages of the life cycle using The family life cycle (appendix, pp. A-22-23) and Topics for discussion: Stages of the life cycle (appendix, p. B-5).	BOOKS 3 Home management context and concepts, pp. 1-403. **APPENDIX:** The family life cycle, pp. A-22-23. **APPENDIX:** Topics for discussion: Stages of the life cycle, p. B-5.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1. understand how consumers' values, needs, attitudes, standards, and goals influence individual and family decision-making when purchasing goods or services. (Cont'd)	1.6 adapt priorities in values, needs, attitudes, and goals to changing situations and various stages of the life cycle for different individuals. (Cont'd)
	1.7 demonstrate ability to predict changes in the use of resources as consumers move through the life cycle.
	1.8 relate present consumer decisions to the effects they will have on future decisions and commitments.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.6.3 divide the learners into small groups and have them decide on answers to the questions asked in Generation gap (appendix, p. A-24) using Topics for discussion: Suggestions of the age level of the groups--generation gap (appendix, p. B-6) to facilitate the discussion. Point out to the learners any responses that are stereotyped according to age or educational level.	APPENDIX: Generation gap, p. A-24. APPENDIX: Topics for discussion: Suggestions of the age level of the groups--generation gap, p. B-6.
1.6.4 have the learners role-play situations involving people at various stages of the life cycle and with different life styles and different values and goals using Role play suggestions (appendix, p. A-25).	APPENDIX: Role play suggestions, p. A-25.
1.6.5 have the learners relate to the class situations they have observed when working with or relating to people in various stages of the life cycle.	
1.6.6 set up a panel of people from the community who are at various stages of the life cycle to discuss their values, goals, wants, needs, etc. or have learners interview representatives of the community and report back to the class using Interview sheet (appendix, p. A-26).	Representatives from the local community. APPENDIX: Interview sheet, p. A-26.
1.7.1 facilitate a discussion on how resources change as individuals and families move through the life cycle, giving specific examples.	BOOKS 3 Home management context and concepts, pp. 139-166, 347-400.
1.7.2 have learners demonstrate the change in allocation of resources as people progress through the life cycle. How does this affect their consumption patterns?	
1.8.1 divide the learners into groups and ask them to list the possible commitments and/or future decisions that a current consumer decision may require using Topics for discussion: Consumer decisions (appendix, p. B-7) to facilitate the discussion.	APPENDIX: Topics for discussion: Consumer decisions, p. B-7.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1. understand how consumers' values, needs, attitudes, standards, and goals influence individual and family decision-making when purchasing goods or services. (Cont'd)	1.9 identify ways in which life style is reflected through choice of products and services.
2. determine what home and community resources are available to the consuming public.	2.1 identify and demonstrate knowledge of individual and family resources.
	2.2 identify and demonstrate knowledge of community resources available to the public.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.9.1 lead a discussion on ways the consumers' choice of products and services reflect their life style.	
1.9.2 have the learners research three or four families or groups from different socio-economic and ethnic backgrounds and different age groups from the community and analyze how life style is reflected through choice of products and services. With this researched knowledge, have them develop case studies, reflecting real experiences with people in various life styles to show the consumption patterns in those life styles.	
2.1.1 ask the learners to list and then discuss the personal resources available to individuals and families.	BOOKS 3 Home management context and concepts, pp. 156-163.
2.1.2 discuss how plentiful resources can be used to augment limited and/or scarce resources using Suggested resources available to individuals and families (appendix, p. B-8) to facilitate the dicsussion.	APPENDIX: Suggested resources available to individuals and families, p. B-8.
2.2.1 divide the learners into groups and have them investigate the resources available in the community.	Local telephone book. Local newspaper. Local T.V. station. Local radio station.
2.2.2 arrange for the class to visit the various agencies, organizations, etc. defined in their investigations using Resources available in the community (appendix, p. A-27).	APPENDIX: Resources available in the community, p. A-27.
2.2.3 invite representatives from the various agencies, organizations, etc. defined in their investigations.	Representatives from the community.
2.2.4 have the learners develop a reference directory or guide for the resources available in their community to be placed in a consumer services portfolio using Directory mock up (appendix, p. A-28).	APPENDIX: Directory mock up, p. A-28.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2. determine what home and community resources are available to the consuming public. (Cont'd)	2.2 identify and demonstrate knowledge of individual and family resources. (Cont'd)
	2.3 analyze ways in which home and community can extend or expand consumer choices.
	2.4 clarify ways in which the home and community resources assist individuals and families in solving specific problem situations.
3. recognize current environmental issues related to family consumption patterns.	3.1 identify the major environmental problems related to consumer consumption patterns.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.2.5 have learners try to get an agency, business, etc. to publish and distribute the directory.	
2.3.1 facilitate a discussion on how home and community resources can extend consumer choices and influence individual and family budgets.	
2.3.2 divide learners into small groups and have them develop suggestions on how to use public services and facilities as an alternative to buying private goods and services.	
2.4.1 have the learners analyze Case studies-resources (appendix, pp. A-29-30) for resources available to each couple.	APPENDIX: Case studies- resources, pp. A-29-30.
2.4.2 have learners find newspaper articles describing families in crisis to determine how people could use community resources to help solve some problems using Guide for analyzing case studies and articles (appendix, p. A-31).	Articles from the local newspaper. APPENDIX: Guide for analyzing case studies and articles, p. A-31.
3.1.1 show film: All the difference.	FILM 36 All the difference.
show slides and tape presentation: Ecology.	SLIDES 42 Ecology.
ask learners to list on the chalkboard the major environmental problems shown in the media presentations. Have the learners give reasons for their choices.	
3.1.2 discuss the implications of environmental threats to their lives, family well-being, as well as the existence of mankind.	
3.1.3 invite representatives from the community to discuss environmental problems using Questions for discussion (appendix, p. B-9) to facilitate the discussion.	Representatives from local environmental agencies, universities, colleges, etc. CURRICULUM MATERIALS 18 Career education in the environment, pp. 3-8.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3. recognize current environmental issues related to family consumption patterns. (Cont'd)	3.1 identify the major environmental problems related to consumer consumption patterns. (Cont'd)
	3.2 compare the social and ecological costs of the use of limited resources against economic benefits.
	3.3 weigh the consequences of personal and family consumer choices on the environment and the economy.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.3 (Cont'd)	APPENDIX: Questions for discussion, p. B-9.
3.1.4 plan a field trip to local agencies and organizations concerned with environmental problems.	Local environmental agencies.
3.1.5 have the FHA/HERO chapter canvass environmental agencies or organizations to determine their need and/or interest in having student volunteers before they are placed in the community.	
3.2.1 lead a class discussion on the major environmental problems in the learners' geographical area. Include all forms of pollution and discuss the total costs to individuals and to the community.	Local news media, state and local governmental agencies.
3.2.2 permit learner the choice of an indepth research project on a particular environmental problem using Information to include in report (appendix, p. A-32).	APPENDIX: Information to include in report, p. A-32.
3.2.3 have the learners attempt to motivate a community service organization to take some action on an environmental issue using List of possible topics (appendix, p. A-33).	APPENDIX: List of possible topics, p. A-33.
3.3.1 ask the learners to evaluate their own consumption patterns as it influences the environment using Questions for discussion: Consumption patterns (appendix, p. B-10).	APPENDIX: Questions for discussion: Consumption patterns, p. B-10.
3.3.2 have learners answer the Consumer ecology checklist (appendix, p. A-34). Lead a discussion after they have completed the checklist using Discussion questions: Consumer ecology checklist (appendix, p. B-11).	APPENDIX: Consumer ecology checklist, p. A-34. APPENDIX: Discussion questions: Consumer ecology checklist, p. B-11.
3.3.3 have the learners develop a questionnaire to determine individual or family consumption patterns. The learners will use the questionnaire to ask people of all socioeconomic, age, religious, and racial backgrounds about their consumption patterns.	Local shopping centers and grocery stores.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3. recognize current environmental issues related to family consumption patterns. (Cont'd)	3.3 weigh the consequences of personal and family consumer choices on the environment and the economy. (Cont'd)
4. develop a plan of action for conserving, maintaining, and protecting natural resourses in relation to human consumption patterns.	4.1 identify the daily water needs for individuals and families.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.3.3 (Cont'd) Shopping centers and grocery stores may provide good opportunities for people to answer the questionnaire. Analyze each questionnaire according to some of the questions in 3.3.1.	
3.3.4 have the learners evaluate literature discussing the pros and cons of the issue environment vs. the economy. Ask the learners to use a panel discussion to bring out all issues.	Current articles in newspapers, magazines, and other publications.
4.1.1 facilitate a discussion about family water needs using Discussion questions: Family water needs (appendix, p. B-12).	**APPENDIX:** **Discussion questions: Family water needs**, p. B-12.
4.1.2 have the learners role play a family situation using water and then identify the water needs using Role play situations-family water use (appendix, p. B-13).	**APPENDIX:** **Role play situations-family water use**, p. B-13.
4.1.3 have the learners interview individuals/families to find out how they use water using Interview sheet: Water use (appendix, p. A-35).	**APPENDIX:** **Interview sheet: Water use**, p. A-35.
4.1.4 ask the learners to respond to the following suggestion question: How many gallons of water does a person use each day for the following activities: a. personal hygiene b. home maintenance, interior (cleaning, washing dishes, washing clothes, garbage disposal, etc.) c. home maintenance, exterior (watering the yard, etc.)	CURRICULUM MATERIAL 18 Career education in the environment, pp. 3-12-19.
After the learners have attempted to answer the question, let them know if their answers are within an acceptable range; give the learners the handout sheet with the answers, Water use in your home (appendix, p. A-36). How can this information be used to assist individuals or families in limiting their water usage?	**APPENDIX:** **Water use in your home**, p. A-36.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.2 identify ways that individual and family consumption patterns pollute and waste water.
	4.3 identify ways individuals can help reduce water pollution and practice water conservation.
	4.4 know the major sources of air pollution.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.2.1 divide the learners into groups and have a brainstorming session. Have a representative of each group put their list on the chalkboard. Discuss why families use more water than they need and how they contribute to the total volume of water that becomes polluted.	PAMPHLET 22 Water pollution: Causes and cures.
4.2.2 show the film, Living with today's water.	FILM 37 Living with today's water.
4.3.1 divide learners into groups and have a brainstorming session. Have learners compile a list of activities to reduce pollution and conserve water using Activities to reduce pollution and conserve water (appendix, p. A-37); add list to portfolio.	**APPENDIX:** Activities to reduce pollution and conserve water, p. A-37. CURRICULUM MATERIAL 18 Career education in the environment, pp. 3-12-19. U.S.D.A. pamphlets. Local utility company. State Extension and Agriculture Offices.
4.3.2 arrange for the class to take a field trip to a water treatment plant.	Water treatment plant.
4.4.1 discuss the sourses of air pollution, and the major contaminents of the air (i.e., carbon dioxide, carbon monoxide, nitrogen oxides, sulfur oxide, lead, rubber and asbestos particles) using Sources of air pollution (appendix, p. A-38).	CURRICULUM MATERIAL 18 Career education in the environment, pp. 3-23-29. PAMPHLET 21 Air pollution: Causes and cures. **APPENDIX:** Sources of air pollution, p. A-38.
4.4.2 show the film, Something in the air. discuss the film and ask the question: What are the major sources of air pollution in your community?	FILM 38 Something in the air.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.5 Identify the total effects of air pollution.
	4.6 develop a plan of action for reducing air pollution.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.5.1 discuss the following: What are the effects of air pollution on human health? Vegetation? Animals? Property? Weather? Or set up debating teams to discuss the pros and cons of the use of specific products in relation to air pollution using Health hazards of air pollution (appendix, p. A-39).	**APPENDIX:** Health hazards of air pollution, p. A-39.
4.5.2 have the learners research, analyze, and then report on the effects of air pollution on human health, vegetation, animals, property, and weather.	
4.5.3 have the learners research, analyze, and then report on the effects of aerosols on the environment. What are the alternatives to pressurized cans to dispense pesticides, paints, hair sprays, medications, and other household products; or set up debating teams to discuss the pros and cons of using aerosols.	U.S. Product Safety Commission. U.S. Environmental Protection Agency.
4.5.4 have the learners develop programs, visuals, etc. for informing the public about the total effects of air pollution and possible solutions or alternatives to those problems. After visuals are developed, samples may be placed in store windows, school programs, public forums, etc. Samples should be made to include in their portfolio.	
4.5.5 have the learner list the steps in the development and/or the direction of public action programs and include in portfolio.	
4.6.1 divide the class into groups and have a brainstorming session where the learners develop ways they can help citizens they work with control and reduce air pollution using Ways citizens can control and reduce air pollution (appendix, p. B-15).	**APPENDIX:** Ways citizens can control and reduce air pollution, p. B-14.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.7 identify the general effects of solid wastes on the environment.
	4.8 develop a plan of action for reducing the many problems of solid waste.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.7.1 have the students read and discuss the handout New York City vs. solid waste (appendix, pp. A-40-41).	APPENDIX: New York City vs. solid waste, pp. A-40-41.
4.7.2 discuss the effects of solid wastes on the environment. Specifically, how does it affect the air? Water? Land? Human Health?	CURRICULUM MATERIAL 18 Career education in the environment, pp. 3-31-35.
4.7.3 show the film, The trouble with trash. Discuss the film.	FILM 39 The trouble with trash.
4.7.4 facilitate a discussion by asking the learners to respond to the following questions: 1. How do you feel if there is a lot of trash around school, work, recreational areas, etc? 2. Do you contribute to or help the trash problem?	
4.7.5 invite a guest speaker(s) from the community to talk to the class on solid waste disposal.	Representatives for the community dealing with solid waste disposal.
4.8.1 have the learners investigate how their community handles the solid waste problem. What is the cost to the people of the community?	Solid waste disposal plant.
4.8.2 make arrangements for a field trip to a recycling plant (aluminum cans, paper, etc.) or community disposal plant.	Recycling plant.
4.8.3 divide the class into groups and have a brainstorming session where the learners develop ways they can help their employers or persons they advise on how they can solve solid waste problems. Have the learners suggest activities that they could do to help reduce the solid waste problem in the community. Specifically, get learners interested in the concepts of lowered consumption, recycling, disposable packaging, unnecessary packaging, planned obsolescense, etc.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.8 develop a plan of action for reducing the many problems of solid waste: (Cont'd)
	4.9 identify how individual and family consumption patterns deplete natural resources.
	4.10 develop a plan of action for conserving limited natural resources.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.8.4 divide the class into groups and have them develop programs that could be used to educate their community about solving the solid waste problem. Add programs to portfolio.	
4.8.5 assign a recycling project to the learners using Ideas for recycling (appendix, pp. A-42-43) and Decoupaged book (appendix, p. A-44). Recycling projects could be used to promote the activities of the schools, organizations or groups, such as FHA/HERO, as well as reducing solid waste.	**APPENDIX:** Ideas for recycling, pp. A-42-43. **APPENDIX:** Decoupaged book, p. A-44.
4.9.1 invite a guest speaker(s) from the community to discuss: a. What natural resources are in short supply? b. Why are these natural resources in short supply? (If possible, give specific examples.) c. Does the purchasing program of individuals/families contribute to or help reduce the depletion of natural resources.	Representative(s) from the community.
4.9.2 discuss the various forms of natural resources, including timber products, wildlife, land, energy, etc. using Discussion: Natural resources (appendix, p. B-16).	CURRICULUM MATERIAL 18 Career education in the environment, pp. 3-39-40. **APPENDIX:** Discussion: Natural resources, p. B-15.
4.10.1 divide the class into groups and have a brainstorming session in which the learners suggest ways they can help conserve or protect natural resources that are limited in supply.	
4.10.2 discuss ways families and individuals can conserve or protect limited natural resources. (Include recycling, saving energy, etc.)	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.10 develop a plan of action for conserving limited natural resources. (Cont'd)
	4.11 identify the various sources of energy.
	4.12 identify how individual and family consumption patterns waste energy resources.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.10.3 Invite a guest speaker(s) from an ecology group that recycles various products to talk to the class about how the organization was started and how effective it is.	Representatives from ecology groups that have recycling centers in the community. Conservation (extension) agents.
4.11.1 ask learners to list the various sources of energy. Then ask them to discuss the advantages and disadvantages of the various energy sources.	PAMPHLETS 23 Insights into consumerism--electricity, the individual and the energy crisis.
4.11.2 discuss the various sources of energy as well as the advantages and disadvantages of each. Develop a reference pamphlet that can be used during employment to distribute to interested persons. Include in portfolio. Use Discussion: Various sources of energy (appendix, p. A-45) to facilitate discussion.	**APPENDIX: Discussion**: Various sources of energy, p. A-45.
4.12.1 have the learners conduct interviews at such places as shopping centers to discover ways individuals and families use energy resources in the home and outside the home.	
4.12.2 divide the class into groups and have a brainstorming session in which the learners list ways people are wasting energy.	
4.12.3 give the learners the case study and survey for completion and discussion using Learning experiences on energy awareness: The Allens and the Browns (appendix, p. A-46), The Allens and the Browns (appendix, p. B-17), Learning experiences (appendix, pp. A-47-49) and Learning experiences (appendix, pp. B-18-20).	**APPENDIX: Learning experiences** on energy awareness: The Allens and the Browns, p. A-46. **APPENDIX: The Allens and the** Browns, p. B-16. **APPENDIX: Learning experiences**, pp. A-47-49. **APPENDIX: Learning experiences**, pp. B- 17-19.
4.12.4 ask guest speakers from the utility companies to speak to the class.	Representatives from local utility companies or local ecology organizations.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.13 develop a plan of action for conserving energy resources.
	4.14 identify how individuals, families, and institutions waste food.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.13.1 begin a discussion and ask the learners to list on the chalkboard ways that the various sources of energy could be conserved using Conserving energy (appendix, pp. A-50-65).	APPENDIX: Conserving energy, pp. A-50-65.
4.13.2 ask the learners to discuss ways they could educate individuals and families about saving money by conserving energy.	
4.13.3 have the learners develop 30-second and 60-second public service announcements that could be used by local radio and television stations. Include the script in portfolio.	Local television and radio stations.
4.13.4 have the learners set up programs in local shopping centers, elementary schools, PTA, scout groups, etc. to educate the public about energy conservation.	Community organizations and/or individuals.
4.13.5 place learners in businesses or organizations for on-the-job training regarding energy conservation.	Local utility companies. Local ecology organizations. Local extension offices, etc. Local newspaper--home and food editor's office.
4.14.1 ask learners to respond to the following question: 1. How do people waste food?	
4.14.2 have the learners conduct the following research: 1. How much food waste is there in school cafeterias, hospitals, special meal programs, private restaurants, etc.? How much does this cost the business or institutions? 2. Why do these institutions waste food? Investigate laws, regulations, etc. that may contribute to the food waste problem.	Research recent articles or interview local people or FHA activity.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.14 identify how individuals, families, and institutions waste food. (Cont'd)
	4.15 develop a plan of action for reducing food waste.
	4.16 analyze the food consumption patterns of Americans.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.14.2 (Cont'd) 3. Ask the FHA/HERO members to summarize the findings and report to the class.	
4.14.3 have the learners interview people to determine ways people are wasteful of food. Be sure to include people in various socio-economic levels and age groups.	
4.15.1 ask the learners to list on the chalkboard ways in which individuals can reduce food waste.	
4.15.2 have learners research ways institutions could utilize their food more efficiently.	
4.15.3 have learners attempt to analyze the total cost of the food they waste within a week's time and estimate the lost nutritional value.	
4.15.4 have the learners develop ways to disseminate this food conservation information. The teacher will ask the FHA/HERO members to assemble this information in pamphlet form. This information should also be included in their portfolio.	
4.16.1 lead a discussion on the theory of basic food production and consumption patterns in the United States. We are a meat-eating nation and in order to have meat, we must use many pounds of grain to get one pound of meat. Can we continue to afford using our resources this way in view of the world food problems?	
4.16.2 invite a guest speaker to discuss the following: 1. Do you feel that our food production and consumption patterns should change to be more efficient with our food resources? Why? What changes	Representatives from the local agricultural extension or agricultural department at the University or college.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.16 analyze the food consumption patterns of Americans. (Cont'd)
	4.17 identify the effects of noise pollution on the physical and mental health of people.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.16.2 (Cont'd) would you recommend? How long will these changes take? What are the social-psychological implications for feeding people of diverse cultures?	
4.16.3 take the learners on a field trip to visit an agricultural extension field station or testing stations for private business.	Agricultural field station.
4.16.4 place learners in businesses or organizations for on-the-job training regarding food waste.	Local newspaper--home and food editor's office. Local extension offices. Local utility company. Local organizations concerned with reducing the food budget and food preservation, etc.
4.17.1 play a tape on noise (begin with a quiet, pleasant, popular song, then add more and more common noises until it reaches a high intensity of noise). Have the learners react to the tape. What portions were sound or noise?	Tape: Noise.
4.17.2 carry on the discussion of noise pollution by asking: 1. Why are some noises tolerated and others are not? 2. Why are some loud noises tolerated? (Example: rock music)	
4.17.3 ask the class to list items that create noise pollution (motorcycles, jack hammers, trucks, planes, etc.)	
4.17.4 discuss the effects of noise pollution on the physical and mental health of people. Discuss the concept and range of decibels and the decibel range for various machines, etc.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.17 identify the effects of noise pollution on the physical and mental health of people. (Cont'd) 4.18 identify noise pollution problems in their community and home environment. 4.19 develop a plan of action for reducing noise pollution. 4.20 identify visual pollution problems. 4.21 identify possible solutions for reducing visual pollution problems.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.17.5 invite a guest speaker to discuss, play tapes, etc. the impact of noise level on hearing.	Representatives from a hearing clinic, public health department, etc.
4.18.1 begin a discussion by asking the class to respond to the following questions: 1. What types of noise pollution exist in your community? 2. What types of noise problems exist in your homes? 3. List the major contributors to noise pollution in (a) your community; and (b) your home.	
4.19.1 divide the class into groups and have a brainstorming session where the learners develop ways they can help others reduce noise in their homes and community.	
4.19.2 invite a professional in the field to present methods to prevent or control noise pollution.	Local architect or engineer.
4.19.3 have the learners develop ways of disseminating the information to the community. Information should also be added to portfolio.	
4.20.1 show slides of visual pollution found in the community.	Slides of visual pollution in the community.
4.20.2 ask the learners to respond to the following suggested questions: 1. What is visual pollution? 2. Give examples of visual pollution (include urban and rural). 3. What factors contribute to visual pollution?	
4.21.1 divide the class into groups and have a brainstorming session in which the learners develop ways they can show others how to reduce visual pollution.	
4.21.2 have the learners disseminate this information to the community and also include in their portfolio.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. develop a plan of action for conserving, maintaining, and protecting natural resources in relation to human consumption patterns. (Cont'd)	4.22 develop a plan for environmental action.
5. recognize the responsibilities, jurisdiction, and services of federal, state, local, and private agencies dealing with consumer services.	5.1 identify consumer services provided by federal agencies.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.22.1 assign reading. Ask learners to add to the guide by suggesting additional activities using Environmental action guide (appendix, pp. A-66-69).	APPENDIX: Environmental action guide, pp. A-66- 69. BOOKS 9 Household ecology, pp. 1-218. 6 Ecology at home, pp. 1-91. 12 The user's guide to the protection of the environment, pp. 1-25. 2 The ecology action guide, pp. 1-50.
4.22.2 have the learners develop 30-second and 60-second public service announcements that could be used on local radio and television stations to inform the public about environmental problems. Include the script in portfolio.	Local television and radio stations.
4.22.3 place learners in situations for on-the-job training in ecology and the consumer.	Extension offices. Local utility company. Ecology organizations. Local newspaper--home and food editor's office.
5.1.1 divide the learners into groups and have them investigate and list the responsibilities, jurisdiction, and services of federal agencies and how they may be utilized by consumer advisors using Federal agencies (appendix, p. A-70). Place in portfolio.	APPENDIX: Federal agencies, p. A-70. BOOKS 13 The consumer in American society, pp. 556-593. 8 Economic issues for consumers, pp. 415-440.
5.1.2 lead a class discussion on duplication of services offered by the various federal agencies.	
5.1.3 discuss the relationship between responsibilities, jurisdiction, and services of federal agencies and their funding to carry out those activities.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
5. recognize the responsibilities, jurisdiction, and services of federal, state, local, and private agencies dealing with consumer services. (Cont'd)	5.2 identify consumer services provided by state agencies.
	5.3 identify consumer services provided by local public agencies.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.2.1 divide the learners into groups and have them investigate and list the responsibilities, jurisdiction, and services of the state agencies using State agencies (appendix, p. A-71). Place in portfolio.	Local office of your state senator or state legislator. BOOKS 13 The consumer in American society, pp. 594-627. 8 Economic issues for consumers, pp. 415-452. 5 Economics for consumers, pp. 651-664. **APPENDIX: State agencies, p. A-71.**
5.2.2 lead a class discussion on duplication of services offered by the various state agencies.	
5.2.4 have learners role play working guidelines.	
5.3.1 divide the learners into groups and have them investigate and list the responsibilities, jurisdiction, and services of the identified local agencies using Local agencies (appendix, p. A-72). Place in portfolio.	Local telephone book. BOOKS 13 The consumer in American society, pp. 594-627. 8 Economic issues for consumers, pp. 415-450. 5 Economics for consumers, pp. 651-664. **APPENDIX: Local agencies, p. A-72.**
5.3.2 facilitate a class discussion on duplication of services offered by the local public agencies.	
5.3.3 organize a field trip to the local public agencies.	Local public consumer agencies.
5.3.4 provide guest speakers from local public agencies.	Representatives from local public agencies that provide consumer services.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
5. recognize the responsibilities, jurisdiction, and services of federal, state, local, and private agencies dealing with consumer services. (Cont'd)	5.4 analyze consumer services provided by private agencies.
	5.5 categorize consumer use information on all the agencies.
	5.6 apply their knowledge regarding consumer needs and problems to an on-the-job situation.
6. develop a plan of action for consumer communication, protection, and responsibility with the public and private sectors of our economy.	6.1 identify the responsibilities of consumers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.4.1 divide the learners into groups and have them investigate and list the responsibilities, jurisdiction, and services of private agencies using Private agencies (appendix, p. A-73). Place in portfolio.	BOOKS 13 The consumer in American society, pp. 512-550. 8 Economic issues for consumers, pp. 415-450. 5 Economics for consumers, pp. 570-600 Local telephone book. APPENDIX: Private agencies, p. A-73.
5.4.2 facilitate a class discussion on duplication of services offered by private agencies.	
5.4.3 plan a visit to one or more of the local private agencies.	Local private consumer agency.
5.4.4 invite guest speakers from local private agencies to talk about their particular agency.	Representatives from local private agencies that provide consumer services.
5.5.1 divide the learners into groups and have them investigate agencies that can help with certain areas of concern at the federal, state, local levels using How to get action on your complaints (appendix, pp. A-74-79). They should include address, regional address, and phone number whenever possible so that it could be used for easy reference to be given to clients when they are employed.	APPENDIX: How to get action on your complaints, pp. A-74-79.
5.6.1 place learners in work experience situations. Federal agencies--main offices or regional offices; state agencies--main offices or regional offices; local agencies; and private agencies.	Federal, state, local and private consumer agencies.
6.1.1 lead a discussion: What responsibilities must the consumer assume in order to benefit from his rights? Use Discussion: Consumer responsibilities (appendix, p. B-21) to facilitate the discussion. Have the learners list these on the chalkboard.	BOOKS 13 The consumer in American society, pp. 26-29. 8 Economic issues for consumers, pp. 1-9.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. develop a plan of action for consumer communication, protection, and responsibility with the public and private sectors of our economy. (Cont'd)	6.1 identify the responsibilities of consumers. (Cont'd)
	6.2 identify the legal rights of consumers.
	6.3 recognize problems consumers may face because of lack of understanding of the basic elements of the system which determine legal rights and responsibilities.
	6.4 recognize fraudulent and deceptive practices.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.1.1 (Cont'd)	APPENDIX: Discussion: Consumer responsibilities, p. B-20.
6.2.1 divide the learners into groups to discuss and list the following: Laws to protect consumers 1. Federal 2. State 3. Local Future legislation.	BOOKS 13 The consumer in American society, pp. 556-625. Local District Attorney's Office. Local office of state senator, state legislator, U.S. congressman, U.S. state senator.
6.2.2 secure examples of various pieces of legislation which have been passed or are in progress. Discuss the legislation in regard to help for the consumer.	
6.3.1 lead a discussion about problems encountered by consumers using Consumer awareness (appendix, p. B-22).	APPENDIX: Consumer awareness, p. B-21.
6.3.2 have the learners simulate possible situations which cause problems for consumers because of a lack of understanding of their basic rights and responsibilities.	
6.3.3 have the learners relate personal experiences about problems they or their families have had because they did not know their legal rights and responsibilities.	
6.4.1 show films. Lead a discussion: 1. What fraudulent practices were shown in the films? 2. Did you or anyone in your family ever experience similar problems? Explain.	FILMS 34 This is fraud. 32 A foot in the door.
6.4.2 discuss fraudulent and deceptive practices in relation to learners' experiences using Examples of consumer problems (appendix, p. B-23), List of consumer deceptions (appendix, pp. A-80-88), and Watch out for the gypsters (appendix, pp. A-89-90).	APPENDIX: Examples of consumer problems, p. B-22. APPENDIX: List of consumer deceptions, pp. A-80-88. APPENDIX: Watch out for the gypsters, pp. A-89-90.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. develop a plan of action for consumer communication, protection, and responsibility with the public and private sectors of our economy. (Cont'd)	6.4 recognize fraudulent and deceptive practices. (Cont'd)
	6.5 develop a plan of action for protecting consumers from fraudulent and deceptive practices.
	6.6 develop a plan of action for bringing consumer problems to a satisfactory conclusion.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.4.3 have the learners role play high pressure sales tactics.	
6.4.4 have the learners develop 30-second and 60-second public service announcements that can be used by local radio and television stations on fraudulent and deceptive practices. Include the script in portfolio.	
6.5.1 lead a class discussion about how consumers can protect themselves from fraudulent and deceptive practices using Consumer protection against fraudulent and deceptive practices (appendix, p. B-24) to facilitate the discussion.	**APPENDIX:** **Consumer protection against fraudulent and deceptive practices**, p. B-23.
6.5.2 show the films. Lead a discussion about the films.	FILMS 31 Buy line. 33 Read before you write.
6.5.3 develop with the learners a priority list of action to be taken in dealing with consumer complaints.	
6.5.4 have the learners analyze the case studies for possible fraudulent and deceptive practices and make recommendations for disposition of the identified problem using Case study (appendix, pp. A-91-93).	**APPENDIX:** **Case study**, **pp. A-91-93.** **BOOKS** 4 Consumer protection: Problems and prospects, pp. 154-200.
6.6.1 have the learners play the simulation game, Consumer redress.	KITS 43 Consumer redress.
6.6.2 show a sound filmstrip.	FILMSTRIP 41 Justice in the marketplace.
6.6.3 show a film on court procedure.	FILM 35 Your right to a hearing.
6.6.4 arrange for a field trip to a small claims court.	Small claims court.
6.6.5 have the learners analyze the case studies and make recommendations for disposition of the identified problem using Case study (appendix, pp. A-94-108). The learners	**APPENDIX:** **Case study**, **pp. A-94-108.**

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. develop a plan of action for consumer communication, protection, and responsibility with the public and private sectors of our economy. (Cont'd)	6.6 develop a plan of action for bringing consumer problems to a satisfactory conclusion. (Cont'd)
	6.7 identify the reasons consumers become victims of fraudulent or deceptive practices.
	6.8 develop a line of consumer communication with the public and private sectors of our economy.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.6.5 (Cont'd) should identify all possible agencies of the public and private sectors of our economy for disposition of the problem.	
6.7.1 lead a discussion on ways consumers become victims of the marketplace using Why consumers become victims (appendix, p. B-25).	APPENDIX: Why consumers become victims, p. B-24.
6.7.2 form a panel to discuss: Why do consumers become victims of fraudulent or deceptive practices? What suggestions would you make to minimize these problems?	Representatives from local consumer agencies.
6.7.3 have the learners develop a resource pamphlet on ways to recognize fraudulent or deceptive practices and how to minimize those problems which could be utilized in a work situation. Have the learners investigate the possibility of publishing it and disseminating it. Add to portfolio.	
6.8.1 facilitate a discussion. Ask the learners why it is important to have open lines of communication with the public and private sectors of our economy. Ask them to list ways that consumers can communicate with various agencies as well as inform them about the types of assistance they think should be given. Assist learners in developing a document to have as a future resource in the position of Consumer Advisor. Add to portfolio.	
6.8.2 divide the learners into groups and have them develop general form letters based on information from the various agencies that could be used for positive communication with the following: 1. Manufacturers 2. State legislators 3. U.S. congressmen or U.S. senators 4. State consumer agencies 5. Federal agencies 6. Industry consumer panels Add form letters to portfolio.	Federal, state, and local agencies can provide information that needs to be included in form letters.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. develop a plan of action for consumer communication, protection, and responsibility with the public and private sectors of our economy. (Cont'd)	6.8 develop a line of consumer communication with the public and private sectors of our economy. (Cont'd)
7. determine what sources of information are available for consumer use.	7.1 name sources from which information about products and services may be obtained.
	7.2 evaluate sources of consumer information for reliability and accuracy.
	7.3 use buying information available from manufacturers, trade associations, consumer testing laboratories, and government agencies when planning purchases

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.8.3 have the learners develop 30-second and 60-second public service announcements that could be used by local radio and television stations on positive communications with public and private sectors of the economy. Ask students to place scripts in portfolio.	
7.1.1 divide the learners into groups and have them research all possible information available to the consumer using Consumer information sources (appendix, pp. A-109-110), Publications for sale - USDA (appendix, p. A-111), FDA consumer memo (appendix, pp. A-112-114), and Council for Better Business Bureaus, Inc. (appendix, pp. A-115-116).	**APPENDIX:** **Consumer information sources**, pp. A-109-110. **APPENDIX:** **Publications for sale - USDA**, p. A-111. **APPENDIX:** **FDA consumer memo**, pp. A-112-114. **APPENDIX:** **Council for Better Business Bureaus, Inc.**, pp. A-115-116.
7.1.2 show film and lead a class discussion.	FILM 40 The torture testers or symbol of safety.
7.2.1 have the learners develop a resource and reference library by collecting as much consumer information from the sources identified earlier, as possible.	
7.2.2 divide the learners into pairs and have them evaluate the sources of consumer information using Evaluation of consumer information (appendix, p. A-117).	**APPENDIX:** **Evaluation of consumer information**, p. A-117.
7.2.3 have the learners develop a reference document or card file listing sources, type, and evaluation of consumer information that can be used and expanded when employed. Place in portfolio.	
7.3.1 have the learners investigate goods and/or services that their families will be purchasing in the near future.	
7.3.2 have the learners research the questions asked in the Case study (appendix, p. A-118). The teacher may wish to divide up the class into groups and assign certain goods and services to be researched.	**APPENDIX:** **Case study**, p. A-118.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
7. determine what sources of information are available for consumer use. (Cont'd)	7.3 use buying information available from manufacturers, trade associations, consumer testing laboratories, and government agencies when planning purchases. (Cont'd)
	7.4 determine types of information to obtain before making specific purchases.
8. develop a plan of action for working with the consumer aide and other employees.	8.1 identify the duties and responsibilities of the consumer aide.
	8.2 be able to work with people who are consumer aides and/or other employees.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.3.3 have the learners research products or services that have to be purchased for the school or an organization.	
7.4.1 have the learners complete the handout and discuss their answers using Purchasing information guide (appendix, p. A-119).	APPENDIX: Purchasing information guide, p. A-119.
8.1.1 have the learners develop a list of duties and responsibilities for the position by writing them on the chalkboard. Instruct learners to place the list in their portfolio.	
8.1.2 divide the learners into small groups to develop a job description for the position of consumer aide.	
8.2.1 have the learners simulate the job situation in which one learner will be the consumer aide or other employee (i.e. secretary, etc.) and the other learner will be the consumer services person.	
8.2.2 place learners in work experience situations.	Federal, state, local government; or private agencies.
8.2.3 have the learners complete the affective instrument Philosophy of human nature.	Affective instrument: Philosophy of human nature, pp. 55-58.

This module was developed to be used in conjuction with the module, Securing Employment in Home Economics Occupations.

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RESOURCES

FILMS

31 Film Fair Communications. The buyline. 10900 Ventura Boulevard, Studio City, California 91604: Author, 1972. (Color, 16 mm, 11½ minutes).

Synopsis: Covers psychological seduction, disclaimers, false and misleading statements and fantasy appeals, in regard to advertising. Also good ads that provide decision-making information and criteria for judging ads are included.

32 Film Fair Communications. A foot in the door. 10900 Ventura Boulevard, Studio City, California 91604: Author, 1972. (Color, 16 mm, 10 minutes).

Synopsis: Dramatized versions of different door to door sales schemes, and a list of basic questions to ask yourself before signing a contract.

33 Film Fair Communications. Read before you write. 10900 Ventura Boulevard, Studio City, California 91604: Author, 1972. (Color, 16 mm, 6¼ minutes).

Synopsis: This film explains what a properly drawn installment contract should include, how to renegotiate the contract, etc.

34 Film Fair Communications. This is fraud. 10900 Ventura Boulevard, Studio City, California 91604: Author, 1972. (Color, 16 mm, 8¼ minutes).

Synopsis: Covers "bait and switch" verbal and contract agreements, and the methods of recourse for such common consumer fraud cases are described.

35 Film Fair Communications. Your right to a hearing. 10900 Ventura Boulevard, Studio City, California 91604: Author, 1972. (Color, 16 mm, 9½ minutes).

Synopsis: This film stresses the debtor's right to a hearing before such creditor actions are taken as repossessions and garnishment of wages. It also stresses the responsibilities inherent in the new legal status of the 18 year old.

36 Modern Talking Picture Service. All the difference (3871). 2323 New Hyde Park Road, New Hyde Park, New York. Eastman Kodak Company. (Color, 16 mm, 20 minutes).

Synopsis: Points up condition of land and other elements of our environment by comparing their good use to the bad. The film contains humor, prose and folk music.

37 Modern Talking Picture Service. Living with today's water (4371). 2323 New Hyde Park Road, New Hyde Park, New York 11040, Author. (Color, 16 mm, 26 minutes).

Synopsis: This educational film depicts the historical and accelerating causes of water pollution. It shows how the problems affect daily living and dramatically illustrates a need for refinement of water supplies.

38 Modern Talking Picture Service. Something in the air (4456). 2323 New Hyde Park Road, New Hyde Park, New York 11040, Author. (Color, 16 mm, 28 minutes).

Synopsis: The experts speak out on air pollution. Scientists and manufacturing spokesmen explain types of pollutants, what causes them and what is being done about them. Strong emphasis is on pollutants caused by internal combustion engines.

39 Modern Talking Picture Service. The trouble with trash (3838). 2323 New Hyde Park Road, New Hyde Park, New York 11040, Author. (Color, 16 mm, 28 minutes).

Synopsis: Documentary on spiraling waste disposal problem. Shown are laboratories experimenting with self-destruct containers, bailers, for volume reduction, shredders for recycling waste as soil conditioners, incinerators with scrubbers to reduce air pollution. Also modern sanitary landfill techniques.

40 Underwriter's Laboratories. The torture testers. 1655 Scott Boulevard, Santa Clara, California 95050, Author. (Color, 16 mm, 13½ minutes).

Synopsis: Demonstrates Underwriter's Laboratories tests for fire, accident, electrical shock and casualty hazards.

FILMSTRIPS

41 Changing Times Educational Service. Justice in the marketplace. 1729 H Street, N.W., Washington, D.C. 20006, Author.

Synopsis: Dramatizes five situations involving young consumers seeking redress of grievances. Each case highlights a different channel of appeal.

SLIDES

42 Movey, J. *Ecology*. California State University, Fresno, Department of Home Economics, Fresno, California 93740, 1972. (Color, 10 minutes).

Synopsis: Compares good and bad uses of various elements of our environment with a background of popular music and poetry.

KITS

43 Changing Times Educational Service. *Consumer redress*. 1729 H Street, N.W., Washington, D.C. 20006, Author.

Synopsis: A game involving consumers seeking redress of grievances.

Appendix A
Strategy 1.1.1

YOU AS A DECISION-MAKER

Check the one characteristic in each of the following sections that most nearly describes you as a decision-maker.

A. **ACTION IN MAKING A DECISION.** When you seem to have the important facts about a situation, which one of the following statements seems to describe best your action in making a decision?

_____1. The answer just seems to come to you.
_____2. With the facts as they are, there is no need for delaying the decision.
_____3. You want time to sleep on it.
_____4. You want to consult a few more people.
_____5. You seek the final answer from a person whose judgment you respect.
_____6. You keep changing your mind about the right answer.

B. **ENJOY MOST.** When a decision needs to be made, which of the following do you enjoy most?

_____1. Acting upon your hunches.
_____2. Recognizing the situation in which a decision needs to be made.
_____3. Trusting your judgment.
_____4. Discussing it with others to learn what they would do.
_____5. Thinking about the results of each of the choices.
_____6. Finding out all the facts.
_____7. Do not enjoy any part of it.

C. **RATING.** In general, as a decision-maker, do you believe you are:

_____1. Very good
_____2. Good
_____3. Average
_____4. Fair
_____5. Poor

D. How fast can you make "little" decisions?

Fast	Fairly Fast		Rather slow	Slow
1	2	3	4	5

E. How fast can you make "big" decisions?

Fast	Fairly Fast		Rather slow	Slow
1	2	3	4	5

F. After a "big" decision has been made, which statement best describes your feelings?

____1. Forget all about it.
____2. Only think about it when a similar decision is to be made.
____3. Usually forget it but sometimes think back and wonder if it was the right decision.
____4. Greatly relieved to have the decision made.
____5. Always wonder if you have made the right decision.

CLASSIFICATION KEY - Circle the number you checked.

	Q				D			I	
A.	1	2		3	4			5	6
B.	1		2	3	4	5	6		7
C.	1			2	3	4			5
D.	1	2			3		4		5
E.	1	2			3		4		5
F.	1			2	3	4			5

Q - Quick Decision-Maker

D - Decisive Decision-Maker

I - Indecisive Decision-Maker

appendix A
1 Stratigy 1.2.1.

PAGE 1 OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

V-A-L-U Card Assortment
(Round #1)

(Face of card)	(Back of card)
V Tell me my values and you will understand why: I BUY A QUART OF MILK EVERY DAY.	I put milk in my bath water because I believe it keeps my skin healthy.
A Tell me my values and you will understand why: I EMPLOY A HOUSEKEEPER.	I hate housework but like a tidy place to live, so I have an extra job to earn the money to pay the housekeeper.
L Tell me my values and you will understand why: I WEAR CLOTHES THAT ARE FIFTY YEARS OUT OF STYLE.	I work in a restaurant which has a "Roaring 20's" atmosphere.
U Tell me my values and you will understand why: I BUY MY GROCERIES AT THE MOST EXPENSIVE STORE IN TOWN.	The store is located across the street from my home and I don't own a car.

Appendix A
Strategy 1.2.3

V-A-L-U Card Assortment
(Round #2)

(Face of Card)	(Back of Card)
V Tell me my values and you will understand why: I ONLY BUY CLOTHES THAT ARE MARKED: "ON SALE."	My husband (wife) likes to wear clothes that seem to be bargains.
A Tell me my values and you will understand why: I SING IN THE CHURCH CHOIR.	I'm a paid soloist. I don't belong to a church.
L Tell me my values and you will understand why: I BUY SIX CANDY BARS A WEEK.	I give a girl a candy bar each day for bringing my mail.
U Tell me my values and you will understand why: I DRIVE A NEW CHEVROLET.	My company furnishes my car.

(Students may wish to make up further V-A-L-U cards.)

COMPETING VALUES

Situation: SUSIE

Susie will graduate from high school this year. She has worked three summers for the Forestry and Wildlife Department. Her job involved working with birds and other game animals--checking nests, feeding grounds and water supplies. She likes working outdoors and wants to do her part to keep natural wildlife from becoming extinct. Susie's family thinks she should choose a career that is not so rugged.

Susie has talked with her school counselor and is now considering several alternatives:

1. Go to a post-secondary vocational school ten miles from her home. The school offers a two-year degree in Forestry Service. A two-year degree position pays $6,000 per year.
2. Go to a four-year college 400 miles from home that offers a degree in Forestry and Wildlife. Possible jobs with a four-year degree would be in administration and management. These jobs would pay $10,000 to $12,000 per year.
3. Work full-time with the local Forestry Department at a salary of $400 per month. She has no idea what her chances of advancement are.
4. Go to the vocational school part-time and evenings studying Forestry and work part-time with the job she has now with the Forestry Department.
5. Take a Civil Service job in another state with the Conservation Department. The job involves planting fish in lakes and streams. The salary is $8,500 to $10,000 per year.
6. Go to the vocational-technical school to become a florist. The local florist has promised her a position at $400 per month when she has her certificate.

COMPETING VALUES

Situation: RUTH

Ruth's doctor has confirmed that she is eight weeks pregnant. Ruth has thought she would like children someday--but not now. This is an unplanned, unwanted pregnancy.

In Ruth's family and religious background, abortion has been considered a selfish and shameful action.

Ruth does not want to hurt or disgrace her family and friends. She does want to live her life honestly and openly, making decisions that seem best for her in the long run.

In considering what to do about the pregnancy, Ruth has thought of four alternatives:

1. Have an abortion in her home town, not concealing the fact from people who know her.
2. Go to another city or state for an abortion, concealing the fact from people who know her.
3. Have the child and place it for adoption.
4. Have the child and rear it.

WHAT ARE YOUR ATTITUDES?

This questionnaire is designed to help you explore and sort through some of your own attitudes about male and female roles. Where do you think you stand?

It is suggested that you do the questionnaire alone first; answering on another sheet of paper. Evaluate your own answers.

Then give the questionnaire to someone else to take. You may consider someone:
Of a different generation from you
Of the opposite sex
Of the same sex
From a different cultural background or
Someone you feel sees things differently from you.

Then compare your answers with your partner. Probe for the reasons behind each answer. Were some of your answers alike? Some different? Why? Discuss your responses with each other and try to figure out what your attitudes are toward men, women, stereotypes, etc. Was there any change in point of view for either of you after your discussion?

WHAT ARE YOUR ATTITUDES?

1. Which sex has more advantages and privileges in this society?
   a. Men have many more than women
   b. Men have more than women
   c. There are advantages and disadvantages for each sex
   d. Women have more advantages than men
   e. Women have many more advantages than men.

2. What is the best way for most women to develop their potential?
   a. By being good wives and mothers only
   b. By taking jobs that utilize their uniquely feminine skills and qualities
   c. By taking jobs that fulfill them as individuals
   d. By joining women's groups that will develop their consciousness as women
   e. By combining marriage, motherhood and work
   f. By combining marriage or a love relationship and work.

3. What is the best way for most men to develop their potential?
   a. By being good fathers and husbands only
   b. By taking jobs that utilize their uniquely masculine skills and qualities
   c. By taking jobs that fulfill them as individuals
   d. By joining men's groups that will develop their consciousness as men
   e. By combining marriage, fatherhood and work
   f. By combining marriage or a love relationship and work.

4. Excluding actresses and writers name three women who are famous for their own achievements, completely unrelated to whom they married.

1. ______________________________

2. ______________________________

3. ______________________________

(For entries 5 to 23 utilize the agree-disagree scale below as your responses)

	Disagree		Agree	
	Strongly	Somewhat	Somewhat	Strongly
5. The communications media (for example, television and the press) degrade women by portraying them as sex objects and/or mindless dolls.	a.____	b.____	c.____	d.____
6. Families should have public day-care facilities easily available to them.	a.____	b.____	c.____	d.____
7. Salaries, promotions and hiring should be equal for men and women.	a.____	b.____	c.____	d.____
8. Being attractive to and supportive of men should be an important goal of a woman.	a.____	b.____	c.____	d.____
9. Women are exploited in this country as much as minority groups are.	a.____	b.____	c.____	d.____
10. Individuals with sexual preferences other than heterosexual should not be discriminated against in jobs or other services they desire.	a.____	b.____	c.____	d.____
11. A bright woman should conceal her intelligence, otherwise she will hinder her chances for dating and marriage.	a.____	b.____	c.____	d.____
12. Little children need their own mothers, full-time.	a.____	b.____	c.____	d.____
13. A man who cries is not very masculine.	a.____	b.____	c.____	d.____
14. The institution of marriage in its present form is more inhibiting than it is fulfilling.	a.____	b.____	c.____	d.____

	Disagree		Agree	
	Strongly	Somewhat	Somewhat	Strongly
15. The special privileges that men extend to women more than offset any discrimination they practice against them.	a.____	b.____	c.____	d.____
16. Children's books should not promote the traditional roles for men and women.	a.____	b.____	c.____	d.____
17. A woman who argues logically and intelligently in her everyday interactions is not very feminine.	a.____	b.____	c.____	d.____
18. Many women who do the same work as their male colleagues earn substantially less money.	a.____	b.____	c.____	d.____
19. Being attractive to and supportive of women should be an important goal of a man.	a.____	b.____	c.____	d.____
20. The housewife-mother role does not really provide women with enough opportunity for self-fulfillment.	a.____	b.____	c.____	d.____
21. A young man who enjoys cooking, sewing and taking care of young children should discuss these interests very cautiously since he is likely to be considered effeminate.	a.____	b.____	c.____	d.____
22. Preferential treatment for women in hiring and promotions is appropriate to make up for past discrimination.	a.____	b.____	c.____	d.____
23. I usually find the things men talk about more interesting than the things women talk about.	a.____	b.____	c.____	d.____

Some people believe that personality differences between the sexes are biological in origin; others think they are learned; others say there are no differences at all. Which of the statements listed best expresses your viewpoint about the traits in entries 24 to 31. Utilize the following scale for each trait.

	More common in men		Equally Common in both sexes	More common in women	
	Biological Reasons	Cultural Reasons		Biological Reasons	Cultural Reasons
24. Aggressiveness	a.____	b.____	c.____	d.____	e.____
25. Capacity for deep feelings	a.____	b.____	c.____	d.____	e.____
26. Independence	a.____	b.____	c.____	d.____	e.____
27. Objectivity and rationality	a.____	b.____	c.____	d.____	e.____
28. Nurturing capacity	a.____	b.____	c.____	d.____	e.____
29. Ability to reason abstractly	a.____	b.____	c.____	d.____	e.____
30. Preference for monogamy	a.____	b.____	c.____	d.____	e.____
31. Empathy and intuition	a.____	b.____	c.____	d.____	e.____

Select the best response:

32. Joan is at a small dinner party enthusiastically discussing a book with a man she has just met. In the middle of her comments he says, "You have the most beautiful eyes I have ever seen." How does Joan feel?
    a. Flattered; he's made her feel feminine
    b. Pleased
    c. Neutral
    d. Irritated or annoyed
    e. Angry; he's insulted her intelligence
    f. Ambivalent; complimented and annoyed.

33. Mrs. A. a mother of 3 children (ages 2, 5 and 8) works full-time. What reason(s) do you feel justify her working full-time?
    a. Working full-time is necessary for advancement in a career.
    b. It is her responsibility to provide support for her family.
    c. She feels her work is fulfilling.
    d. If she is currently the only parent, she has to work to provide income for her family.
    e. In general, she seems to be more concerned with herself than her children.

34. Judy, a ninth grader, has been told by her mother to quit playing football in the neighborhood. From her perspective, what reason(s) justify the mother's directive?
    a. Playing football is unladylike.
    b. Girls are more easily hurt than boys.
    c. Boys won't date her if they think she is a tomboy.
    d. Her figure will become too muscular to be attractive.
    e. None.

35. Suppose you have been offered a job that would give you substantially more satisfaction. What reaction by your spouse or girlfriend/boyfriend would be required to make you refuse the job?
    a. Slight unhappiness
    b. Moderate unhappiness
    c. Extreme unhappiness
    d. Refusal to continue the relationship
    e. I would not be influenced.

36. Between a wife and husband who should do the housework (cleaning, cooking, dishwashing)?
    a. The wife should do all of it.
    b. The wife should do almost all of it.
    c. The wife should do over half of it.
    d. The work should be split 50-50.
    e. The husband should do over half of it.

37. Between a wife and husband, who should handle routine child care?
    a. The wife should do all of it.
    b. The wife should do almost all of it.
    c. The wife should do over half of it.
    d. The work should be split 50-50.
    e. The husband should do over half of it.

38. Suppose you are a woman in medical school. After your first year you discover you rank first in the class. What would you do?
    a. Strive to maintain your first place ranking.
    b. Drop to second and marry whoever is in first place.
    c. Drop to an unnoticeable ranking.
    d. Drop out since you'll never get married if people know your standing.

39. Mr. X has two applicants for a Chemical Technician position, Miss M and Mr. G. Both have just completed their B.S. in Chemistry at major universities and each is engaged to be married in six months. Although Miss M has a higher grade point, both individuals are clearly qualified for the job. Mr. X selects the male applicant. What reason(s) do you feel best explain Mr. X's choice?
    a. Women are unstable employees.
    b. Since Miss M most likely will move with her husband, a vacancy would be created in a short time.
    c. As soon as Miss M has children, she will probably quit.
    d. Women are basically dedicated to a home and family, not a career.
    e. Mr. X is biased against women.

40. Mr. and Mrs. T share all household tasks and the care of their three small children. Both work half-time in order to maintain this family relationship. What is our reaction to Mr. T?
    a. I could never respect such a man.
    b. I think doing housework and child care takes away from his masculinity.
    c. I admire him but would never want a marriage like that.
    d. I admire him and wish I could have a marriage like that.
    e. No feelings one way or the other.

41. John and Mary have no children since both want to actively pursue their careers. Mary is offered an excellent promotion but it would require moving to another state. What should Mary do?
    a. Clearly take the promotion.
    b. Take the promotion if her husband is willing to look for another job.
    c. Take the promotion only if her husband has a job in the new location.
    d. Turn down the promotion and stay where her husband's job is.

42. Tom, an eight year-old, regularly plays with his sister's dolls. What reason(s) would convince you Tom's doll-playing is acceptable?
    a. As a potential father, make-believe parental experiences are productive.
    b. He eventually wants to become a pediatrician.
    c. He enjoys it.
    d. As long as Tom plays with masculine toys, his doll-playing can be overlooked.
    e. None, doll-playing by an eight-year-old boy is effeminate.

Prepared by Gretchen Groth Wilson, PENNEY'S FORUM: Spring/Summer 1973, pp. 22-24.

Appendix A
Strategy 1.5.1

PRESENT NEEDS AND WANTS CASE STUDY

TITLE: Mrs. Jones' House

INSTRUCTIONS: (A) Read the situation.

SITUATION: Mrs. Jones is on welfare and gets $400 per month to support herself and her six children. She rents a three-bedroom frame house in a rather run-down area of town. She would rather raise her children in a nicer neighborhood, but until the children reach school age and she can get a job, this is the only house she can afford. The landlord said he would furnish the supplies if she would do the work on improving the house. She also knows the owner of the local yardage shop who gives her bolt ends and remnants and sells her soiled fabric at a very low price.

INSTRUCTIONS: (B) Which of the following suggestions seem reasonable considering Mrs. Jones' resources? Place an "X" in the box which matches your opinion of each item.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Paint the living room.					
2. Move to better neighborhood.					
3. Paint kitchen.					
4. Build shelves in children's room for books and toys.					
5. Install a new roof.					
6. Make curtains.					
7. Make major plumbing repairs.					
8. Wallpaper the nursery.					
9. Make bedspreads.					
10. Make slipcovers.					

LIFE CYCLE

TITLE: Food Needs During the Life Cycle

INSTRUCTIONS: Remarks in "Column A" are typical of those that might be overheard in families at various times. Identify from "Column B" the stage of the family's life cycle probably represented by each situation and the financial problems that might be present.

COLUMN A

_____1. The doctor says the baby is due in November and I will need to eat well balanced meals and drink more milk.

_____2. But Mom, I can keep the cost of the food for the party down to $15.00.

_____3. Two hundred guests for the wedding are too many, Sue, the refreshments would cost us over $200.00.

_____4. Betty, after the baby arrives and you quit your job, we won't be able to eat out so often.

_____5. But Clara and John never spend that much for groceries for the two of them, why do we?

_____6. The baby's food bill sure is costing us a lot.

_____7. The doctor says that now that Johnny is in school and more active he will be eating more.

_____8. I'm sick of eating out, Mary. When are you going to quit work so we can eat at home?

COLUMN B

a. Early married (no children)

b. Child-bearing, Pre-school (age 0-4)

c. Child-rearing (age 5-12)

d. Teenage (13-19)

Appendix A
Strategy 1.6.1

LIFE CYCLE

TITLE: Life Cycle

INSTRUCTIONS: Remarks in "Column A" are typical of those that might be overheard in families at various times. Identify from "Column B" the stage of the family life cycle probably represented by each situation and the financial problems that might be present.

COLUMN A

_____1. I must try to save money this month because by next month I will need some maternity clothes.

_____2. It sure costs a lot to get the kids outfitted for school.

_____3. But Mom, Peggy got a new dress for the prom, why can't I?

_____4. The nursery school teacher says it will cost $2.00 for Susie's painting smock.

_____5. Johnny needs $10.00 for his Boy Scout uniform.

_____6. Mary, you have to learn not to spend so much money on clothes if you want to quit work and adopt a baby next year.

_____7. Dave, I went comparison shopping today and found that the baby's layette will cost $30.00.

_____8. Mom, if I earn money babysitting can I buy a new winter coat?

COLUMN B

a. Early Married (no children)

b. Child-bearing, Pre-school (age 0-4)

c. Child-rearing (age 5-12)

d. Teenage (13-19)

Appendix A
Strategy 1.6.1

LIFE CYCLE

TITLE: Family Life Cycle Financial Problems

INSTRUCTIONS: Remarks in "Column A" are typical of those that might be overheard in families at various times. Identify from "Column B" the stage of the family life cycle probably represented by each situation and the financial problems that might be present.

COLUMN A

_____1. I think we should put our large house up for sale now that the children are gone and move to a smaller place.

_____2. We'll have to look for a larger apartment so we'll have room for the baby.

_____3. Let's just get a one bedroom apartment to start with since that's all we can afford right now, and we really don't need more room.

_____4. I would like to rent or buy a small house with a yard now that the children are beginning to walk and can play outside.

_____5. We should check to see how much it would cost to add on a recreation room so the children can have parties at home.

_____6. Let's build desks in the children's rooms so they can do their homework.

_____7. Do you think it will cost much to build some low shelves in the children's room for their toys.

_____8. Let's check the thrift shops to see if we can find a crib that isn't too expensive.

_____9. The doctor says I can work until the seventh month of pregnancy. I hope we can save my earnings for a down-payment on a house.

COLUMN B

a. Early Married

b. Child Bearing-Pre-school

c. Child Rearing

d. Teenage

e. Empty Nest

LIFE CYCLE

TITLE: Life Cycle Financial Problems

INSTRUCTIONS: Remarks in "Column A" are typical of those that might be overheard in families at various times. Identify from "Column B" the stage of the family life cycle probably represented by each situation and the financial problems that might be present.

COLUMN A

_____1. The doctor said the baby is due in November.

_____2. I don't think it's a good idea to move in with you kids. I can make it on my Social Security check.

_____3. It sure costs a lot to get the kids outfitted for school.

_____4. But, Dad, I'll work part time and pay for the insurance on the car.

_____5. 300 guests for the wedding will cost too much, Sue.

_____6. But my mother never spent that much for roast beef.

_____7. This apartment will be too small when the baby arrives.

_____8. Can't we get a bigger house? I don't have any privacy.

_____9. We've got lots of time; let's buy a small trailer and travel.

_____10. I've been with the company for twenty years. How could they let me go?

_____11. But, Mom, Peggy got a new dress for the prom, why can't I?

_____12. With the kids gone, I thought we should help that theatre arts group in their next production.

COLUMN B

a. Early married (no children)

b. Child bearing, pre-school (age 0-4)

c. Child rearing (age 5-12)

d. Teenage (13-19)

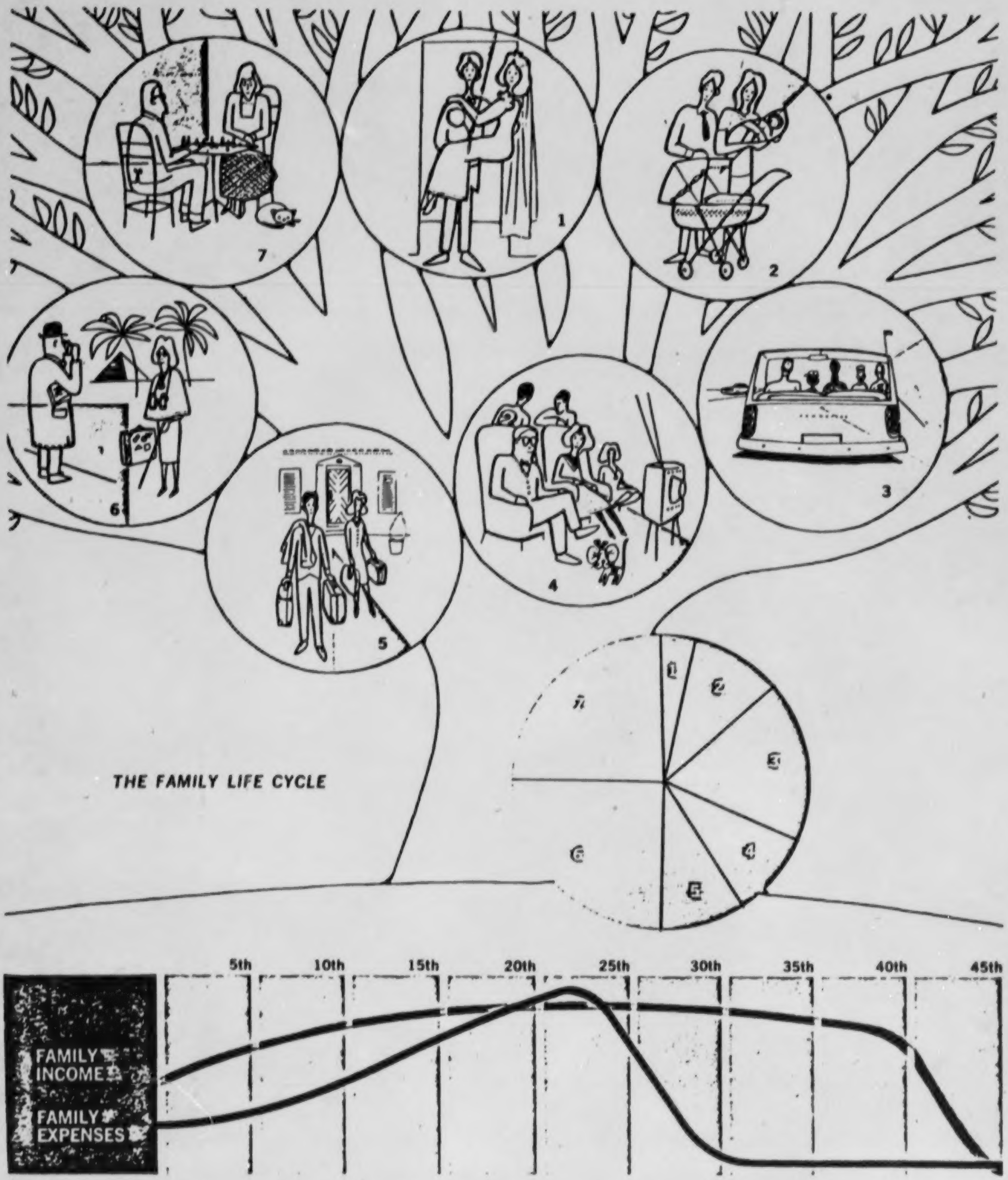
e. Child launching, Empty nest

f. Middle years

g. Aging

Appendix A
Strategy 1.6.2

THE FAMILY LIFE CYCLE


7
1
2
6
5
4
3
THE FAMILY LIFE CYCLE
1
2
3
4
5
6
7
5th
10th
15th
20th
25th
30th
35th
40th
45th
FAMILY INCOME
FAMILY EXPENSES

Lewis: Housing and Home Management, MacMillan Co., 1969.

Living areas serve human needs best when the housing requirements of every member of the family are understood. Family units rarely stay the same for long. Age, interests, and composition change. As this happens, housing needs change, too. Sometimes a family outgrows a dwelling—especially when children are young and the family is growing larger. Often, as children go away to school and marry, a house "outgrows" a family. As time passes and circumstances change, families should expect to pass through various stages in life requiring different housing. The period of time from the birth of a baby until it becomes a parent is called a *generation*. Therefore, housing is sometimes described by the number of generations it serves as a one- two- or three-generation home.

On occasion you probably enjoy looking at family pictures. As you browse through a family album or pore over a collection of old snapshots, it may surprise you to find a wedding picture of your grandparents or to see your parents as a dating couple or as "young-marrieds." Your own baby pictures may be a source of fascination—or possibly embarrassment. The pictures that you and your friends carry in your wallets today may one day find their way into similar family collections to be looked on with amusement and amazement by those of another generation.

Nowadays people with movie projectors can watch several generations of the same family in home movies. Looking at old family pictures and films can show you that in each generation families go through certain stages which follow a fairly predictable sequence. This sequence of stages is called the *family life cycle*.

Look at the chart on page 7 which shows the seven general stages that can be expected in a typical married life of forty-five years. As a matter of fact, your parents are probably now almost halfway through their family life cycle. At what stage are other members of your family?

The seven stages in the family life cycle, which begins with a wedding, are (1) the founding or *newlywed stage*, (2) the *expanding family stage*, which starts when the first baby arrives, (3) the *crowded years*, when children are young and need constant care and supervision, (4) the *teenage stage*, which most of you are now in, (5) the *launching stage*, in which children go forth into homes of their own, (6) the later years, or *empty nest stage*, when parents are once more alone together, and (7) the *retirement stage* when senior citizens are no longer active as full-time wage earners.

Family income, as shown by the blue line on the chart, generally varies from stage to stage with the peak years of income usually coinciding with the family's greatest financial need—for housing, education, and weddings! In each of these seven stages, a family has different housing requirements in terms of both space and arrangement. The first and last stages (which both include a husband and wife living alone) are most alike in space requirements. Changes in income, physical capacities, emotional needs, or social interests, however, may make a different layout desirable.

In what are fondly referred to as "the good old days," it was not unusual for a family to live in the same place for a lifetime.

Lewis: Housing and Home Management, MacMillan Company, 1969.

GENERATION GAP

The sex of your group is ______________________________.

The age level of your group is __________________________.

1. What is the main reason your age group wants money?

2. What is the importance of a car to your age group?

3. What kind of music does your age group like?

4. What kind of TV show or movie would be the favorite for your age group?

5. What magazine would your age group most likely buy?

6. Of what use is a wristwatch to your age group?

7. What is the meaning of work for your age group?

In Cince, Bureau of Homemaking Education, California State Department of Education, 1975.

Role Play Suggestions

1. Young couple who live together in a commune.
2. Retired widow who is trying to live in her own home in which she has lived for many years.
3. Young married couple who do not want any children and like to move often and travel.
4. Middle-age couple who want to live with their children and run their lives.
5. Others.

Interview Sheet

1. What do you value the most? Why?

2. What are your goals? Why?

    a. Short term?

    b. Long term?

3. Do you have any specific wants and needs?

RESOURCES AVAILABLE IN THE COMMUNITY

Some suggestions for investigation:

1. Free services and resources.
2. Low Cost services and resources.
3. Public services and resources.
4. Private services and resources.

DIRECTORY MOCK-UP

Name:

Address:

Phone Number:

Regular Working hours:

Services available to individuals/families:

Eligibility requirements of clients for services:

CASE STUDY---RESOURCES

Randy and Susie are in their mid-twenties. They have been married for about six months. Randy has a job in which he brings home $500 a month, and Susie is a full-time student at a local college. The rent on their apartment is $190 a month. With fixed expenses of about $70 plus food and school expenses for Susie, you can see that there is not much left at the end of the month from Randy's paycheck.

Randy and Susie have only one car, a three-year-old compact that is completely paid for. The problem is that next semester Susie's schedule at school is such that Randy can't drop her off and pick her up on the way to and from work. They don't have enough money to even consider buying another car, and they don't know how to get around the problem.

As they have very little furniture in their apartment, Randy and Susie would like to either build some, or refinish some used furniture. However, neither of them knows exactly how to go about doing this. Also, since there is no spare money in the budget for recreation or entertainment, the two of them are starting to get bored with staying home every evening and weekend, but don't know where they can find anything to do that will fit within their budget.

To top things off, Susie suspects she may be pregnant. While both she and Randy look forward to having a family, they don't know how they can stand the expense of having a baby on their income.

Randy and Susie need help. Do you think you can find some answers for them?

CASE STUDY---RESOURCES

Will and Ida are in their mid-sixties. They have both been retired a little over one year. For all of their 35 years of married life, they both worked; and they had looked forward to retiring for quite a few years. Now that they have been retired for awhile, they realize that it is not all a bed of roses.

Will and Ida's combined Social Security and retirement benefits come to about $450 per month. Even though they own their own mobile home and the rent on the space in the trailer park is only $85 per month, this doesn't leave much after they take out $50 for fixed expenses--and then more for the food bill. To make things worse, Will and Ida are having medical problems, nothing serious, but enough to have them each see a doctor once or twice a month. Both of them are taking prescription medicines. As you can see, when it comes down to it, there is not much money left at the end of the month for entertainment or recreation.

The trailer park Will and Ida live in has no recreational facilities or programs for senior citizens. Will and Ida don't have a car, so they spend many lonely hours in their trailer. They have lately thought that seeing that they have so much free time, they would like to volunteer their time to do something useful, but they don't know who would need them, or how they could get there.

Seeing that Will and Ida live in your hometown, do you think you could help them find a way to stretch their budget and also develop some new friends, and a feeling of usefulness?

GUIDE FOR ANALYZING CASE STUDIES AND ARTICLES

Problems of the individual or family:

Material Resources:

Human Resources:

Community resources available to help solve or expand their choices of alternatives:

Personal resources available to help solve or expand their choices of alternatives:

INFORMATION TO INCLUDE IN REPORT

The following is a list of possible questions for you to answer in your report.

1. Why is that form of pollution a problem?
2. What factors caused the problem?
3. Is it a limited resource? Why? Are alternatives available? What are some of the possible consequences to the environment of using the alternatives?
4. What are the economic benefits of using a limited resource?
5. Compare the economic benefit against the social and ecological costs.
6. What suggestions would they make for solving the problem? Explain their decisions.
7. Develop exhibits, posters, T.V., and radio news spots to inform the public.

LIST OF POSSIBLE TOPICS

(1) Types of dangerous and long-lived pesticides. To whom or what are they dangerous?

(2) Use of pesticides in our community. (Resources: U.S.D.A., F.D.A., state and local food and agriculture department).

(3) The dangers of radiation.

(4) The use of additives and preservatives in our food. (Resources: U.S.D.A, F.D.A., U.S. Forest Service)

(5) The use of forest products in our home, community, and nation.

(6) The causes of extinction or near-extinction of selected fish, birds, and animals.

(7) The transportation system in our community. (Resources: Local Planning Comission, Department of Transportation--local and state)

(8) The prevalence of noise in our community.

(9) Visual pollution in our community. (Resources: Local Planning Commission)

(10) Social conflicts in our community.

(11) Urban renewal or city planning in our community. (Resources: Local Planning Commission)

(12) Various reports dealing with the extraction and use of minerals and fuels.

(13) Evaluation studies on land development in our area. (Resources: Environmental Impact Report--local government offices)

(14) Major agricultural crops in our area. (Resources: U.S.D.A., Agriculture Extension offices.)

(15) Evaluation studies on the local community, state, or federal government effort to abate air, water, solid waste, pesticide, thermal, radiation, and visual or noise pollution. (Resources: local government offices)

(16) Identify the major air, water, or land polluters in your community and analyze the types and harm of the pollution, and develop techniques for using materials for working with clients.

(17) Analyze our community's solid waste management system as to cost; effects on health; contribution to air, water, and land pollution; handling methods, etc. How can this information be used when working with present and future clients?

Olympus Research Corp.: Career Education in the Environment.

Appendix A
Strategy 3.3.2

CONSUMER ECOLOGY CHECKLIST

Of the following list of things to do to save energy and the environment, which would you be willing to do now and in the future?

NEVER	NOW	FUTURE		
____	____	____	1.	Do without paper towels at home to save a tree.
____	____	____	2.	Take your grocery bags and boxes back to the store each time you buy groceries.
____	____	____	3.	Drive a compact car.
____	____	____	4.	Take a shower instead of a bath to save on hot water. (saves 5 gallons of water)
____	____	____	5.	Switch off all lights not being used. (A 100-watt bulb burning 24 hours a day for a year takes 60 gallons of oil)
____	____	____	6.	Keep your home at 68° in winter.
____	____	____	7.	Keep your home at 85° in summer.
____	____	____	8.	Turn off the T.V. at 10:00 every night.
____	____	____	9.	Have only 2 children. (Zero population growth)
____	____	____	10.	Use your hair dryer very little.
____	____	____	11.	Be allowed only one sheet of handouts in class. (If you lost it, too bad!)
____	____	____	12.	Do without a car and use public transportation. (If you lived where it was available)
____	____	____	13.	Use mostly recycled paper products.
____	____	____	14.	Collect alunimum cans and take to recycling center.
____	____	____	15.	Take newspapers to recycling center.
____	____	____	16.	Clean all your glass bottles and take to recycling center.
____	____	____	17.	Have only one pet.
____	____	____	18.	Live in a smaller home.
____	____	____	19.	Line dry clothing when weather permits.
____	____	____	20.	Stop eating empty calorie foods (cola, potato chips, pop corn, etc.)
____	____	____	21.	Walk or ride a bike instead of driving a car.

Appendix A
Strategy 4.1.3

INTERVIEW SHEET: WATER USE

Family Members

Sex: (circle)	Age
M F	____________
M F	____________
M F	____________
M F	____________
M F	____________

Water Using Activities:	Amount Used
Personal Hygiene	
________________________	____________
________________________	____________
________________________	____________
________________________	____________
Home Maintenance - Interior	
Cleaning	____________
Washing Clothes	____________
Garbage Disposal	____________
Other________________	____________
____________________	____________
Home Maintenance - Exterior	
Watering the Yard	____________
Washing the Car	____________
Watering the garden	____________
Other________________	____________
____________________	____________

WATER USE IN YOUR HOME

Washing dishes	10 gallons
Flushing a toilet	3 gallons
A shower bath	20 to 30 gallons
A tub bath	30 to 40 gallons
A washing machine load	20 to 30 gallons

The average person uses 20 to 80 gallons of H_2O each day in his home.

Drinking water: 2 1/2 quarts a day

Appendix A
Strategy 4.3.1

ACTIVITIES TO REDUCE POLLUTION AND CONSERVE WATER

Sample List

(1) Fix leaky faucets and toilets to conserve water.

(2) Do not run water unnecessarily, particularly when saving, washing dishes, and car, or watering lawn.

(3) Place a brick or two in the toilet tank to reduce the amount of water used; do not flush after each use.

(4) Do not use the sink as a dump for washing down garbage, detergents, and chemicals (i.e., commercial lye products) into the sewers.

(5) Never use pesticides that can contaminate either the ground or surface water.

(6) Do not salt in the winter to free walks of ice.

(7) Write letters to local polluters requesting that they clean the water they use before discharging it into the local rivers, asking about their plans to reduce polltuion, and expressing the student's concern about the problem.

(8) Write letters to local government officials encouraging them to enforce and strengthen water pollution laws.

(9) Do not use colored disposable paper products (i.e., toilet paper) because the dyes pollute.

(10) Do not use a dishwasher--wash the dishes yourself.

(11) Use a minimal amount of detergent.

(12) Do not constantly use your garbage disposal unit, use it sparingly.

(13) Take fewer showers and baths, and use less water when taking them.

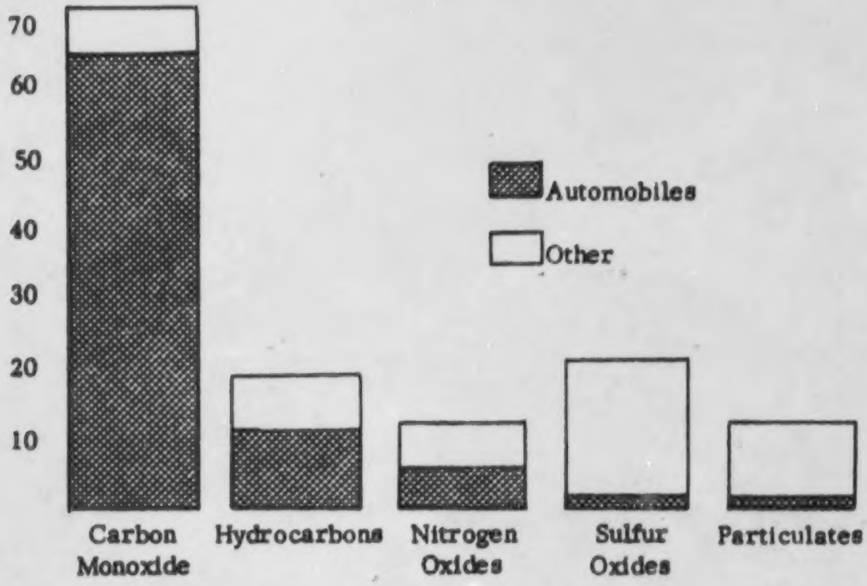
Olympus Research Corp.: Career Education in the Environment.

Sources of Air Pollution

Source	Tons/Year	% of Total
Industry	23,000,000	16.8%
Power Plants	20,000,000	14.1%
Motor Vehicles	86,000,000	60.6%
Space Heating	8,000,000	5.6%
Refuse Disposal	5,000,000	3.5%
	142,000,000	

	Tons/Year
Carbon Monoxide	66,000,000
Oxides of Nitrogen	6,000,000
Hydrocarbons	12,000,000
Sulfur Oxides	1,000,000
Lead Compounds (as lead)	190,000
Particulates	1,000,000

Individual Contaminants by Source (Million Tons/Year) 1966



appendix A Strategy 4.5.1

PAGE 1 OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

NEW YORK vs SOLID WASTE

Testimony of John DeLury, President of the Uniformed Sanitationmen's Association of New York City, before a Subcommittee on Education, U.S. House of Representatives.

The faddists can always find another fad, but we sanitation men, the practical ecologists of the city streets, must stay with the almost impossible job of striving to keep the capital city of the world clean. . . .

The cities are where the people are. . . . The cities are where the air pollution is. . . . The cities are where the congestion, slums, rats, vermin, dirt, and decay are.

New York, the city I know best, cannot now cope with the pollution of its streets and its garbage problem, in spite of its budgetary allocation.

Yes, additional funds for additional manpower and equipment are clearly necessary. And yet without an educated citizenry more money won't buy the needed results.

Our city is a polluted city. The pollution of our streets is a lasting impression with which visitors leave. Is this inevitable? Is it a necessary byproduct of our size, density and congestion? Almost eight million human beings live here. They occupy 742,582 residential dwellings. Daily they are joined by another two million people coming from the suburban bedrooms around the city to make their living here.

Two million automobiles find their way into Manhattan each day.

This population, living, working, and consuming here, generates more than 10,000 tons of garbage a day. They abandon 60,000 cars on our streets which they no longer want. Our 6,000 miles of streets are, for many, their litter baskets and garbage cans.

How does the city cope? What does the administration do to prevent the people from choking on their own swill and being asphyxiated by the gas fumes of their own cars?

Three hundred fifty-three million dollars is the cost. That's the current annual budget for the Environmental Protection Administration. More than half that amount goes for sanitation services. That makes possible the daily employment of 14,000 people, of whom 10,500 are sanitation men. They are the men who go into the 6,000 miles of streets. They are the men who go into the doors of each of the 742,582 dwellings. They are the ones who collect the 10,000 tons of garbage a day, and they clean the 12,000 curb-miles in the city.

They use 3,047 trucks of all types. The cost of this equipment is $60 million.

They dispose of this waste in eight huge incinerators, four landfills, and eight marine stations, using cranes, bulldozers, 40-yard trucks, conveyors, barges, and tugs whose costs exceed $30 million.

That's the city's effort. In addition, another 2,500 tons of garbage, waste, and construction debris collected privately are disposed of by the city.

The end is not in sight. Each year sees an escalation in waste generation of 9 percent. And this is the situation throughout the country. A leading business magazine recently estimated the cost of waste removal to be $5 billion a year nationally, with a cost increase of 20 percent a year. (Forbes magazine, January 15, 1970, p. 18.)

Yes more money is needed from all sources--local, state, and federal. More capital equipment is required. But in addition, the people have a role: they can and have to help.

People, not some impersonal corporation, are the street litterers. People abandon their cars and scatter garbage on the city streets. If this pollution can be curbed at the source, then our city will be cleaner and the nation's cities will be cleaner.

IDEAS FOR RECYCLING

1. Baby Food Jars. Use for storing spices, especially for those in paper cartons; for small amounts of homemade jelly or jam.

2. Cans. Three-pound size coffee cans make good canisters, some are already decorative but others may be painted or covered with contact paper. Use these for storing dried fruits and cookies. One-pound flat coffee cans can be used for baking small fruit cakes for gifts. These are cans that can be used for several years. Smaller cans are sometimes used for baking yeast and brown bread. Frozen fruit juice cans, six-ounce size, are used for shaping and storing refrigerator cookies.

   Tin cans for toys: use sizes that will stack, and paint bright, basic colors with a no-lead paint.

   Tin can sculpture: use can lids cut in decorative shapes and solder to a metal rod. Also stack cans of various sizes, glue together and paint in harmonizing colors.

   Use all sizes of cans for starting plants, shrubs and small trees.

3. Milk Cartons (paper). Wash out cartons, cut in half lengthwise and use to plant seeds for early plants in the spring, and to transfer for more room to grow.

4. Egg Cartons. Styrofoam ones may be used to make waste paper baskets. Holes are punched in the cartons and then put together with colorful yarn or ribbon. The cups of these cartons are cut into flower shapes and put together with pipe cleaners for stems. Christmas decorations are made from egg cartons.

5. Magazine Waste Paper Basket. Tear colorful pages from magazines, roll and glue tip of page so it will stay in place. These rolls are woven together with ribbon or yarn. Cardboard is used for the bottom.

6. Brown Paper Bags. Use for lining pans for fruit cakes, wrapping packages, liners for garbage cans and cut three-inch wide strips to use under seam edges when pressing clothing.

7. Driftwood Sculpture. Use small round and flat rocks painted to resemble animals. The rocks are glued in hollows of the driftwood.

8. Rocks. Small, decorative rocks may be painted and used for paper weights.

9. Plastic Gallon Bottles. Milk cartons are used to make hats. Plastic pieces are cut for crown and brim. Then holes are punched so the pieces can be crocheted together. Add junk jewelry for decoration. Use handle portion of bleach bottles and nylon net to make scrubber for the bathroom. The neck part of the bottle can be used to shape a funnel. Cut bottom out of container and it can be used for a water dipper or flower watering pitcher. Plastic bottles can be used for water storage.

10. Panty Hose. Use to make a hat. The elastic band is hemmed underneath, then the legs are braided with ribbon, rick rack or braid. This braid is then arranged as a decoration on the hat.

11. Nylon Hose. Make good stuffing for children's homemade toys. Easy to wash and quick drying. This uses scraps from sewing to make toys. Hose may be used to pad wire coat hangers, then cover neatly with bias binding. The bias is fastened at the end.

DECOUPAGED BOOK

1. Find the center of the book and open out as flat as possible. (It may be necessary to "break" the back of the book.)

2. Glue the front and back inside pages down as smooth as possible to the cover.

3. With book lying open, brush glue around the edges of the pages, gluing them together and to the cover. Let dry completely.

4. Turn book over and put glue in both grooves formed at the center of the back cover. Make sure the grooves are filled completely to keep book from bending. If there is any lettering indented on the cover, it too can be filled with glue to make a smooth surface.

5. When glue is dry, turn book over and spray the inside (front) pages with a clear varnish or acrylic paint to seal it. Let dry and apply second coat.

6. Let the sealer dry for at least 12 hours before turning book over and spraying cover with flat white enamel paint. A second and possibly a third coat of paint may be necessary to cover completely. Let each coat dry for at least 1 hour before applying another one. Let the last coat dry for at least 12 hours before turning book over and doing the same process to the front.

7. After the white paint has been allowed to dry completely, again turn book over. Spray the cover of the book with the clear varnish or acrylic paint to seal it. Let dry for 12 hours. Turn book over and do the same thing to the front and allow it to dry for 12 hours.

8. Next, apply the rub'n buff paint with your finger to the edges of the book. (The paint is extremely thick, so apply a small amount at a time and smooth it out evenly.) Allow to dry for at least 1 hour.

9. When edges are dry turn book face down and apply antiquing of your choice to the back cover. Allow to dry for 1 hour and apply a coat of the sealer. Let dry for 12 hours, then turn book over and do the same to the front (antiquing only).

10. When antiquing is dry on the front, glue on pictures and ribbon marker. Make sure these are down smooth and that there are no loose edges. Allow to dry for 12 hours before applying sealer to the front.

11. After sealer has dried for 12 hours, turn book over and apply another coat of sealer to back. Let dry 12 hours.

12. Turn book over and begin applying other coats of clear varnish or acrylic paint. Apply as many more coats as you desire, allowing 12 hours drying time between them.

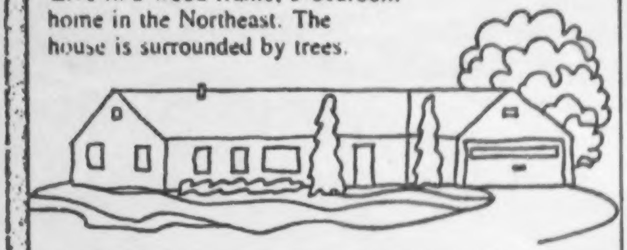
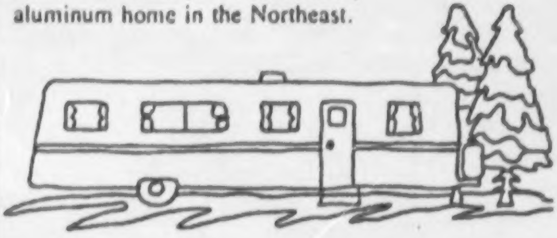
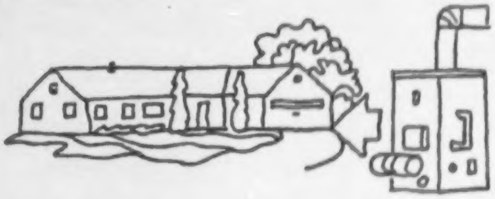
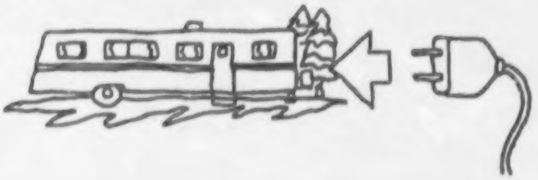
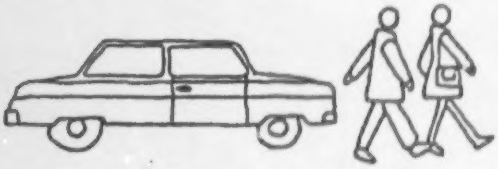
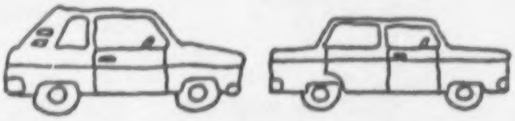
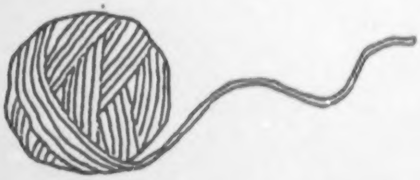
DISCUSSION: VARIOUS SOURCES OF ENERGY

1. What are some of the advantages and disadvantages to the following sources of energy:

    1. coal
    2. oil
    3. natural gas
    4. nuclear fuel
    5. wood
    6. wind
    7. geysers (steam)
    8. water
    9. sun (solar)

LEARNING EXPERIENCES ON ENERGY AWARENESS

The Allens and the Browns: These two families have the same number of family members and a similar life style. How many differences can you find in their consumption of energy?

	ALLENS	BROWNS
1	Live in a wood frame, 3 bedroom home in the Northeast. The house is surrounded by trees. 	Live in a mobile, air conditioned, aluminum home in the Northeast. 
2	Burn fuel oil for heat. 	Heated electrically. 
3	Live within walking distance of work, school, stores. Own 1 car. 	Live 5 miles from work, school, stores. Use 2 cars and school bus. 
4	Wear clothing of mostly natural fibers, cottons and wools. 	One-half their clothing is of nylon or rayon.

What are some facts you can give about your family's use of energy? How does it compare to the Allens and Browns?

1974 J. C. Penney Company, Inc. Educational Relations Dept.

Appendix A
Strategy 4.12.3

LEARNING EXPERIENCES
ENERGY AWARENESS-A SURVEY FOR FAMILY AND FRIENDS

To the educator:
This survey is designed to give the participant insights into current concern for the energy crisis. Since people are affected differently, you may want to have the student survey at least three different people in the community. Instructions for use are included with the survey which may be duplicated in quantity by running it through the office copy machine. The objective of the survey is to see how concerned people are with their use of energy and how much a part they would be willing to play in energy conservation. Additional up-to-date aspects of the energy crisis could be added to the survey - participants may have suggestions for this.

After using the survey, ask the students to make generalizations about what they have learned from the people with whom they have talked.

1. In what ways did the people they question answer differently? Why?
2. Who do they feel is being affected most by the energy crisis?
3. What do people feel they can do about it?
4. Whose responsibility will it be to reduce energy demands?

INSTRUCTIONS: This survey is designed to provide you with some insight into how people are feeling about the energy crisis. You may want to start off by telling people you are studying their attitude towards the energy crisis. Space is provided for responses by 3 people. Summarize the results of your survey. Then compare the results with members of your class or group.

Place a plus (+) next to as many statements as you feel might apply to the current energy problem.

Person

1	2	3	
____	____	____	affects all individuals
____	____	____	generally of no concern
____	____	____	government's responsibility
____	____	____	industry's responsibility
____	____	____	individual's responsibility
____	____	____	will change people's energy consumption habits
____	____	____	will have no effect on people's use of energy
____	____	____	will encourage use of mass transportation and the formation of car pools

If petroleum were to be in short supply and rationing a necessity, which would be the most acceptable point to start? (Mark with a +)
The least acceptable? (Mark with a —)

Person

1	2	3	
____	____	____	ration on gas for cars
____	____	____	ration fuel for buses
____	____	____	ration house fuel
____	____	____	ration fuel to local electric plant
____	____	____	ration fuel to industry

If you were to purchase an air conditioner which of the following characteristics would most influence your willingness to pay a premium price:

Person

1	2	3	
____	____	____	it has a lower noise level
____	____	____	it has more variety in coolness settings
____	____	____	it is more attractive in styling
____	____	____	it has a more efficient energy rating

Although home appliances only consume 5.8% of the total energy consumption of the nation, energy awareness may need to start with some small personal inconveniences. Mark with a plus (+) those measures on the list which you would be willing to take.

Person

1	2	3	
____	____	____	give up your electric opener - open a can by hand
____	____	____	towel and air dry your hair - no electric roller, blowers or curlers
____	____	____	a little elbow grease - hand mix ingredients
____	____	____	on a sunny day - hang out laundry to air dry
____	____	____	puree by hand not with a blender
____	____	____	plan home entertainment - use T.V. or radio only a few hours a day
____	____	____	walk up and down stairs rather than use elevators and escalators
____	____	____	stop using your electric garbage disposal
____	____	____	bring aluminum containers back for recycling

Major appliances, home heating and cooling, and transportation make greater energy demands. Mark with a plus (+) the measures from this list that you are willing to take to cut down on energy demand.

Person

1	2	3	
____	____	____	shifting laundering to non-peak demand hours
____	____	____	reduce heating to 68° during colder months
____	____	____	restricted use of air conditioner
____	____	____	take a shower rather than a bath
____	____	____	change food preparation to non-peak hours
____	____	____	add storm windows and doors for insulation
____	____	____	do all laundry on cold or warm settings
____	____	____	reduce all driving to below 50 mph to save fuel
____	____	____	change all incandescent light fixtures to fluorescent

Are there any other energy conservation measures you and your family are taking?

Person 1	Person 2	Person 3

CONSERVING ENERGY

Heating and Cooling Your Home

Space heating and cooling is the greatest single energy user in the home. Therefore, our heating and cooling systems give us one of the greatest opportunities to save energy. This is where we should begin to conserve at home.

1. Adequate insulation is the most important consideration in conserving heating and cooling energy in the home. Such insulation will also contribute greatly to our comfort during both summer and winter. Insulation is the building material whose job it is to reduce the transfer of heat from a space where it is wanted to a space where it is not wanted.

   Consult a qualified contractor and benefit from substantial energy savings with adequate insulation. Care is required since moisture problems could be created if insulation is not properly handled. Remember that uninsulated houses lose up to twice as much heat as ones properly insulated, as shown in the table below.

Insulation	% Fuel Savings
3 inches attic floor	26%
2 inches exterior wall	8%
2 inches under lower floor	12%
Additional 1 inch attic floor and exterior wall	3%
Additional 3 inches in attic	2%
	51%

   Even in mild winters where the winter temperature is 45 degrees, your insulation investment can be returned in two years and thereafter give you an annual savings.

2. A cold draft coming from a window or door can indicate air leakage in and out of the framing. To reduce heat loss by as much as 30%, install weather stripping at movable joints and caulk around leaking frames. Don's forget the attic door!

3. Substantial amounts of heat can be needlessly lost through house windows during the winter. This heat loss can be reduced by more than 50% with the addition of storm windows resulting in a 10% overall reduction in home heating costs. Similar savings can be achieved with storm windows during the summer in air conditioned homes. The storm windows form a dead air space which acts as insulation.

Energy Conservation Research: The Energy Challenge--What Can We Do?

4. Air leakage from heated areas into the attic is especially important to control for two reasons:
   a. ENERGY LOSS AND COST--Since warm air rises, any opening to the attic can cause a significant heat loss. A typical home may easily have 30 square inches of leakage to the attic through doors and other penetrations. This leakage can cost over $30 each winter in wasted heat.

   b. MOISTURE--Heated air carries moisture to the attic where it can condense and cause wetting of insulation and building materials. In our typical house with 30 square inches of leakage, over a gallon of moisture can flow into the attic each day, assuming the relative humidity is maintained at 30%.

   Look for leakage around loosely fitting attic stair doors, pull-down stairs, electric light penetrations, vents, pipes, and air ducts. If your basement is heated, close off upper wall construction that is open to the attic.

5. Wise control of your thermostat can make a large contribution to energy conservation.

   a. Frequent changes in thermostat settings increase heating costs in the winter and cooling costs in the summer. Try to avoid changing thermostat settings more than twice a day.

   b. During the winter, set your thermostat at the lowest setting which is reasonably comfortable. A maximum daytime temperature of 68 degrees is recommended. Every degree higher setting can add an additional 3% to your heating bill and to wasted energy. Doctors point out that we would all be more healthy if we lowered the temperature a few degrees. If we insulate our bodies with a sweater, we can be more comfortable with the lower setting.

   During the summer, set your controls at the highest setting which is reasonably comfortable. The American Society of Heating, Refrigeration and Air-Conditioning Engineers has found that 78 degrees is a comfortable temperature for most people during the summer. Each degree higher setting on your air conditioner can save about 4% of the air conditioning operation cost.

6. High humidity helps our bodies hold heat. Dry air absorbs moisture from the skin at a rapid rate and produces a chilling effect which can only be offset by increasing air temperature. Thus a properly humidified home is as comfortable at 68° as a dry one at 72°. In the winter when we want to be warmer, a humidifier may be a wise investment which will allow us to

lower the house temperature and save energy. A pan of water strategically located near a heating outlet will help moisturize the air if a humidifier is not available. House plants also help increase humidity by giving off moisture. A dehumidifier in the summertime can allow us to operate our air conditioning at a higher temperature, feel just as comfortable and save energy.

7. Closed drapes, blinds, and shades over large glass areas can reduce heat lost through windows during the winter by up to 16%. This will improve the thermal comfort of people sitting near the window. Closing the drapes is especially important for homes without storm windows.

   On sunny winter days open drapes, blinds and shades to let the sun warm the house naturally. On sunny summer days light colored drapes, blinds and shades should be closed on the sunny side of the house to lighten cooling loads. (Remember that dark colors absorb heat.) Make sure your draperies are insulated or lined.

8. Shut heating and air conditioning off in unused rooms if possible. (Keep closet doors closed.)

9. Do not block heating or cooling outlets with obstacles such as furniture, drapes, or pictures.

10. A fan to circulate heated or cooled air can provide a good distribution of air allowing for a lower comfortable heat setting in the winter and a higher comfortable cooling setting in the summer.

11. Fireplace dampers should be closed when not in use to avoid heated or cooled air escaping up the chimney.

12. Avoid unnecessary loss of energy to the outside by not opening outside doors and windows more than necessary.

13. Properly size your cooling and heating systems. The smallest adequate system is the most economical. Air conditioners and furnaces are more efficient if they are slightly undersized.

14. Home owners with central air conditioning or hot air heating systems should check closely for air leaks in ductwork--especially at connection points. Leaks can be repaired with cloth adhesive tape. Ductwork exposed to the outside should be insulated for additional reduction of losses.

15. On all types of heating and cooling systems, it is important to keep the equipment clean. Keep grills, outlets and baseboards free from dust which can lower heating efficiency.

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16. Several steps can be taken to assure maximum operating efficiency of heating plants and to minimize the fuel input rate to your burner.

    a. Clean heat exchanger surfaces in your furnace regularly. Dust and products of combustion can deposit on surfaces and interfere with good heat transfer.

    b. Have the air adjustment checked periodically by a service professional. With insufficient air, the fuel will not burn completely. With too much air, heat will be lost up the chimney.

    c. Clean or replace air filters when they become loaded with dust or lint. Filters should be checked about once a month.

    Have your entire heating plant cleaned and adjusted by an expert once a year. Inefficiencies in your heating system can increase fuel consumption by as much as 10%.

17. When free-standing radiators are located near exterior walls, aluminum foil can be placed behind the radiator to reflect into the room heat which would otherwise escape through the wall.

18. Limit the use of portable electric heaters to heating small areas only. Also be sure they are thermostatically controlled.

19. Be sure all exterior louvers in foundation walls are properly closed during the cold season.

20. Window units are designed to cool small areas. A central unit costs about 20% less to operate than window units having equivalent cooling capacity.

21. Energy conserving tips for window units:
    a. Place units on the shady side of the house or shade them from the sun.

    b. Keep grills and filters clean.

    c. Cover or close all floor and wall registers so that cool air does not escape into the ductwork of your heating system.

    d. Turn the temperature control up or shut the unit off when out of the cooling area.

22. Minimize the use of heat generating appliances while your air conditioner is working. Similarly, less artificial illumination will cut down on the cooling load. Schedule such tasks as ironing, washing clothes and washing dishes for the coolest part of the day.

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23. Since high humidity makes our bodies hold more heat we should minimize moisture making activity such as mopping and washing dishes and perform these tasks during the coolest part of the day.

    For a similar reason we should use plastic curtains or glass doors rather than canvas or cloth shower curtains which hold moisture.

24. Use a bathroom exhaust fan or open the bathroom window (with the door closed) before bathing or showering to remove the heat and moisture so your air conditioner will not have to use valuable energy doing this job. Similarly, use your kitchen fan to exhaust kitchen heat to the outside during the summer.

25. Without an attic fan, your attic temperature can be as much as 35 degrees higher than the outside temperature during hot days. Your air conditioner does not have to work as hard or use as much energy if it is not fighting this extra heat. A thermostatically controlled attic fan or a wind powered roof ventilator could be one of your best energy conserving investments.

26. External house shading such as with trees, large plants, awnings, and overhangs will ease your cooling system work load and save energy. Shading of the roof and windows should be the first priority.

27. Protect your outdoor cooling units from the sun. They should be placed on the north or shady side of the house. Be careful that shrubbery or other obstacles such as leaves do not restrict air flow. They can greatly reduce the efficiency of your units.

28. Light colors on the outside of the house will reflect the sun's rays rather than absorbing this energy. The roof is expecially important. Select a color which is compatible with your climate--light colors for hot climates, dark colors for cold climates.

29. In many cases , a fan can be used effectively in place of an air conditioner and will not require nearly as much energy--a window fan requires only about 150 watts while a typical window air conditioner requires 10 times more energy.

30. A crackling fire in the fireplace on a cold winter night is an undeniable source of enjoyment and comfort. However, its value as a heat source can be very deceptive. A burning fire generates a large flow of air through the hearth and up the chimney. The source of this flow is usually the air in the house which has already been heated by the furnace. Thus, while the fire is heating the immediate area (by radiant heat), it is cooling the rest of the house by expelling warm air out through the chimney. A heat transfer analysis shows that the net result is a heat loss if the inside-outside temperature difference is greater than 30°. Thus, if your

thermostat setting is 67° and the outside temperature is below 37°, a fire in the fireplace will cause your furnace to burn more fuel than it otherwise would.

A fireplace designed for providing heat eliminates this problem through a draft which supplies the fire with outside air rather than air from within the room. You can reduce the energy loss by reducing your thermostat setting and closing doors to the rest of the house while your fireplace is in use.

Energy for Heating Water

Since hot water is available 24 hours a day, the hot water heater is the second largest consumer of energy in the home. The hot water heater therefore gives us the second greatest opportunity to conserve energy at home.

1. The consumption of hot water is linked to the number of people in the family, their ages, and individual habits. Size your water heater to meet your needs. Oversizing wastes energy since you are maintaining a supply of unwanted hot water. A forty gallon hot water tank is recommended for the average four-member household.

2. Locating your water heater close to points where it is needed is a fundamental requirement for minimizing water heater energy requirements. Long pipe runs result in using cold water and waiting for hot water. The energy in the hot water remaining in the pipe is lost through dissipation. Contractors have recognized this problem, and in some cases are even using several small water heaters in larger houses, each placed near a location needing hot water.

3. Losses of energy in pipes due to heat dissipation can be minimized by insulating hot water pipes from the source to the point of use.

4. Be careful that you are not overheating your water for your needs. In most cases, 140°F hot water is a good temperature for a normal house with a dishwasher. When the water heater services only the bath, the thermostat can be set lower. (110 degrees is recommended) For every 10 degrees you raise the temperature above 140 degrees, your hot water costs will increase 3%.

5. Use cold and warm water cycles as much as possible when using your washing machine and dishwasher. Gas or electric bills could be lowered by as much as 4% by switching entirely to cold cycles.

6. A dripping faucet is a nuisance, wastes water, wastes energy, wastes money, overworks the water heater, can erode valve seats, and often causes unsightl

sink drains. A leaking faucet which leaks 90 drops a minute adds up to about 1000 gallons of water per year. Usually this can be corrected by simply replacing a washer.

7. People normally use less hot water when showering than when bathing. The average shower requires about 10 gallons of water whereas the average bath requires about twice that much. However, if you like to linger, forget the shower!

8. Rinse dishes under cold water.

9. Turn down or turn off water heaters while away from home for extended periods. If you turn off the gas pilot light, do so only according to manufacturer's instructions.

10. When purchasing a new water heater, select a unit with high heating efficiency and with thick tank insulation.

Energy to Preserve Food

Like the hot water heater, food freezers and refrigerators run 24 hours a day. The energy required to preserve our food follows third in line for home energy consumption behind (1) space cooling and heating; and (2) hot water heaters. Our refrigerators and freezers, therefore, give us the third greatest opportunity to conserve energy at home.

1. Freezers and refrigerators operate most efficiently when filled to the correct capacity. However, do not overload the refrigerator as this will keep the compressor running more than it should. Foods should be placed slightly apart on refrigerator shelves for correct circulation. The freezer should be kept as full as possible to prevent heavy icing.

2. Refrigeration and freezer capacities range from 8.5 to 21 cubic feet. Choose the smallest refrigerator or freezer that will meet the needs of your family.

3. Turn your freezer and refrigerator to the warmest setting that will keep your foods properly preserved. Use a thermometer to check refrigerator and freezer temperatures. Settings of 10 degrees for the freezer and 40 degrees for the refrigerator are recommended.

4. Open and close the refrigerator and freezer doors only when necessary. Several items can be removed at once to reduce loss of cold air. Small children should not be allowed to open the doors and older children should be taught careful use.

5. The gaskets around your refrigerator, freezer and freezing compartment doors should be kept intact. To check the gasket, close the door on a piece of paper. If it pulls out with no drag, the seal is no good and the gasket should be replaced.

6. The refrigerator should be defrosted before frost becomes 1/4 inch thick to avoid wasting energy and overworking the compressor.

7. Cover all liquids stored in the refrigerator (especially frost-free models). Moisture is drawn into the air from uncovered liquids making the refrigerator work harder.

8. Unless a recipe requires hot foods to be chilled or frozen rapidly, let food cool to room temperature before placing in your cooling appliance.

9. By keeping a list of the location of foods in the freezer, the freezer door can be kept open a minimum amount of time.

10. On self defrost refrigerators, keep the condensate drains clean. On all models keep condenser coils clean for maximum efficiency and conservation of energy.

11. Set the control dials a couple settings warmer on your cooling appliances when away from home for a weekend or more. Since the door will not be opened while you are gone, a warmer setting will keep the food properly chilled.

12. If you use a second refrigerator during the summer, unplug it for the balance of the year.

13. Locating your cooling appliance away from heating equipment and direct sunlight will result in less energy consumption.

14. When selecting a new refrigerator, remember that a frost-free model requires 36% more energy than a standard model. Therefore, a family can save in electricity costs by choosing manual defrost. Remember to evaluate operating costs along with initial costs when purchasing appliances.

Energy for Cooking

The kitchen range is another large user in the average home which affords us an opportunity to conserve our fuel supply.

1. Be sure your range is turned off immediately after use. Establish the habit of turning off the range before removing the utensil.

2. Frozen foods require more energy than completely thawed foods whether you are cooking in the oven, under the broiler or on top of the range. However, exercise caution to avoid bacterial growth. Do not re-freeze meat unless it has been cooked.

   Example: A roast that has been defrosted requires 33% less cooking time than one that is still frozen!

3. Never use your range for purposes other than cooking. Use of the cook-top or oven for quick kitchen heat is a costly waste of energy. It is inefficient, uneconomical, and can also be very dangerous.

4. The pilot lights in today's modern gas ranges have come under recent attack due to their alleged wasteful energy consumption. They indeed consume 1/3 to 1/2 of the total gas used by the range. However, in addition to providing a starter flame, pilot lights provide other required services: (1) operate the safety shutoff system for the gas supply, (2) provide space heating during the winter. New, more modern ranges will feature electric ignition, which will eliminate this energy dissipation.

5. Oven cooking is more economical than surface cooking. Ovens require energy only periodically since the insulation holds in the heat. Cook tops consume energy the entire time they are in operation.

6. Preheating is often not necessary and may be a waste of energy. When preheating is required, such as when baking time is only a few minutes, avoid preheating for longer than 10 minutes. A timer can be used as a reminder that your oven is heated.

7. The energy conscious cook schedules baking for multiple uses and fills unoccupied space in the oven. A pie or cake can be put in the oven as the roast is removed. Two or thee dishes can be baked with little more energy than one. Refrigerate or freeze the extra amount after cooling. To serve, first defrost and then heat at a medium temperature (350 degrees) just long enough to heat through. Freshly buttered bread crumbs or grated cheese can be added to perk up second and third servings.

8. Fifty years ago "chefs" cooking with corn cobs learned to save fuel by using one oven to prepare the entire meal. Today we can do the same. The wise menu planner will use foods that cook well at similar temperatures. If your dishes would normally be cooked at slightly different temperatures, pick the mean temperature to cook all dishes and remove each as it is done.

9. If you have both a small and a large oven, use the small one whenever possible.

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10. When does 350 degrees equal 325 degrees? Ceramic, glass, and stainless steel dishes retain heat better than other materials. When baking with these dishes, the oven setting can be lowered 25 degrees.

11. Reduce peeking into the oven to a minimum. Your curiosity can be costing wasted energy. Every time the door is opened, the oven temperature drops 25 to 50 degrees. If you must be a "peek-a-boo" cook, a stove with a window in the door could be a wise investment.

12. Foods, plates, and platters can be warmed with the stored heat remaining in an oven after baking with no additional energy use. If the food must be kept warm for an extended period, turn the oven no higher than 140 degrees to 200 degrees.

13. A food warmer built into a range usually requires less energy than the oven or surface unit when used for keeping food heated.

14. A ceramic tile warmed while baking can be used to keep rolls hot during a meal instead of keeping the oven on or using an electric bun warmer. After placing the tile in a basket or serving dish, cover with a napkin. Rolls placed on the napkin and covered will stay warm during the meal.

15. Broiled meats cook faster, save on energy and often taste better.

16. The self-cleaning feature of an electric oven consumes about 30 kilowatt-hours annually; therefore, we should use our self-cleaning features sparingly during a time of energy concern.

17. Carefully choose your pot or pan for the surface unit. The bottom should cover the heating element while not extending more than an inch over the edge. This will help minimize the amount of energy which escapes into the air. If the pot or pan is too large for the surface unit, it will heat unevenly. Heat will reflect down to the porcelain top around the unit and eventually craze it.

18. Use pots and pans with flat bottoms, straight sides and tightly fitting covers whenever possible. With these utensils, less energy escapes and lower heat settings can be used.

19. "A pressure cooker can cut time and energy even more."

19. When heating or boiling a large quantity of water, start with tap water where a major part of the heating has already been done at a more efficient rate.

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20. Use a tea kettle instead of a pan for heating or boiling water to save even more energy.

21. Use only the amount of water required to make steam and avoid sticking when cooking either frozen or fresh vegetables. Don't drown your vegetables! The water will heat faster and you will conserve energy. Remember to reduce cooking to a simmer as soon as the steaming point is reached and to use a pan with a tightly fitting cover. Your vegetables will retain more vitamins and minerals, and also taste better.

22. Electric surface units can be shut off a short period before the food is done. The food will continue to cook from stored energy.

23. If you can take advantage of the heat-sensing element on ranges to control your surface unit, do so. It allows your cook top to cut off the energy supply and coast occasionally while still cooking.

24. Slightly lower temperatures can be selected when using teflon lined utensils for frying or pan broiling on top of the range.

25. Use a timer with a loud bell to avoid overcooking and wasting energy.

26. Brown foods on medium high heat and then reduce to medium or low to finish cooking. This will reduce shrinkage and spattering and will consume less energy.

27. A microwave oven is a very efficient device for cooking foods. For example, 1/2 inch thick hamburgers can be cooked in only 3 minutes using 66 watt-hours of energy and costing only about one fourth of a cent.

Using Your Dishwasher

Dishwashers consumer energy in the form of both electricity and hot water. There are several steps we can follow which will make our dishwashers more efficient and consume less energy.

1. Accumulate dishes until the dishwasher is full before washing to avoid wasting fuel, water and detergent. A quick scrape and rinse under cold water is usually sufficient until the dishwasher is full.

2. Partial load cycles, rinse-only cycles, mid-cycle turnoff, and other special features are designed for energy conservation as well as convenience. Use them when applicable.

3. Proper loading is important to diswasher efficiency. Consult your manual.

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5. The dishwasher drains and filters must be kept clear of debris so as not to reduce efficiency and waste energy.

6. Dishwasher energy consumption can be reduced by one third by turning off the dishwasher after the final rinse and before the drying cycle.

7. Dishwashers are uneconomical as plate warmers. Using an oven's stored heat requires no energy consumption.

8. On hot days we should use our dishwasher at night to avoid extra heat in the house during the day.

Energy in the Laundry Room

Care should be taken when using appliances in the laundry room. They can be energy wasters if not used properly.

1. Energy consumption in the laundry room can be reduced by saving dirty laundry until a full load has accumulated. (Remember that your washer uses energy in the form of both hot water and electricity.) Your automatic washer uses the same energy for a full load as it consumes for a single item.

   Exception: If you have a mini wash feature, less than full loads can be washed with a reduction in energy consumption. However, it still requires less energy to do one full load than several smaller loads.

2. Never overload your automatic washer and dryer. Overloading the washer will reduce the cleaning action and make it work harder than desired. (Varying the size of garments in a full load improves the cleaning action by allowing freer circulation.) Overloading the automatic dryer makes it work harder and longer to get clothes dry. Overloading your automatic washer and dryer will cause more abrasions, more lint, more wrinkles, and wasted energy.

3. Use the special features on your laundry appliances whenever possible to conserve energy.

   a. The energy to produce hot water is the major cost in washing clothes. Therefore, we can make the largest contribution to energy conservation in our laundry room by using cold and warm cycles as often as possible. An annual savings of about $9 can be realized by completely switching from hot to cold cycles. In addition to energy savings, cold water is more effective than hot water in removing lint collected on garments.

Cold or warm water can be used to wash permanent press articles, washable woolens, and lightly soiled articles. Read garment tags that give cleaning instructions and maximize energy conservation.

b. It pays in energy savings to run your washer and dryer on the short cycle whenever possible.

c. Soak cycles can allow for shorter wash times and hence energy savings.

d. Suds-Saver features allow for the reuse of hot and warm water for several loads.

e. Producing the high temperature air in the dryer tumbler is the major energy consumer in automatic dryers. Therefore, using the correct temperature setting is important in minimizing the amount of energy consumed.

f. Energy can be saved by drying garments only to a drip-dry condition if you plan to iron them later. If your dryer does not have this feature, simply shorten drying time.

4. Read the operation manual for both your washer and dryer and take advantage of all energy saving instructions.

5. Use stored heat from previous loads to dry small items that you wish to dry separately.

6. Locate your dryer in a warm rather than a cool area to avoid making your dryer work longer and spend more energy drying the same amount of clothing.

7. Clean the lint filter on your dryer after each operation to maintain full air flow and to maximize the drying efficiency.

8. Overdrying garments makes them feel harsh and wastes energy. A little experimentation is needed to find the correct setting for fluff dried clothes. Some natural materials such as cotton and wool should retain some moisture to avoid wrinkling.

9. With an old fashioned clothes line you can completely eliminate the use of an automatic dryer and improve humidity conditions in your home at the same time.

Lighting Your Home

The energy required for making light in the home for sight, decoration and security is of a smaller quantity than the amount of energy used for the other uses already discussed in this booklet. However, this energy consumption is also important.

1. Wattage does not measure the amount of light--it measures the energy needed to light the bulb. The amount of light is measured in LUMENS. Carefully study bulb packages to get the most for your wattage.

2. In times of a fuel shortage many of us will volunteer to reduce the use of decorative lighting and will illuminate non-occupied areas only where required for security. We save energy and money be selecting low wattage bulbs for decorative lighting and by turning off all lights when they are not being used.

3. MYTH--"There is a surge of power when a bulb is turned on. Therefore, it is better to leave a light on rather than turn it on-and-off several times!"

   FALSE--A bulb that is turned on for only one second uses only one second's worth of energy. We save energy and money by turning lights off when we leave a room, even if we will return in a few minutes.

4. Fluorescent lighting is much more economical than incandescent lighting. Fluorescent lamps produce up to 5 times as much light for the same energy and last up to 10 times longer. Larger wattage bulbs are generally more efficient and produce more lumens per watt hour than smaller wattage bulbs. We should select fluorescent lamps for use in kitchens, baths, workshops, and laundry rooms.

5. Clock timers which turn lights on at dusk and turn them off again at bedtime to make a home appear occupied provide the best security and up to 75% reduction in energy requirements as compared to continuously burning bulbs.

6. When lights are required outdoors for security, a photo-electric cell which turns lights off automatically at dawn and back on at dusk is a wise investment for the energy conscious consumer.

7. During winter daylight hours we can open drapes to let sunshine help light and heat our rooms.

8. Remember that light colors reflect light while dark colors absorb it. Use light colors on ceilings and walls to get the most for your energy and money.

9. To get more light from each bulb, keep light bulbs as well as their glass or plastic fixtures clean.

Energy for Small Appliances

Many of the other conveniences in our home can waste energy and contribute to a fuel shortage if not operated carefully.

1. Remember that the physical size of an appliance does not give us any idea of how much energy it consumes.

2. Using small kitchen appliances can save energy in preparation of small meals. Toasters, waffle irons, electric grills and skillets, bean pots, fondues, popcorn poppers, electric coffee pots, and bottle warmers usually require less energy than the range when used correctly. As with the range, it is important to turn them off immediately after use.

   Example: Toasting bread in an oven requires three times as much energy as in a pop-up toaster.

   Also, keep your portable cooking appliances out of drafts which reduce their efficiencies.

3. Many of your portable appliances can double as serving dishes. This will cut down the number of dishes to be washed and therefore reduce hot water and electricity consumption.

   The cooking load and the number of dishes to be washed can be reduced by dividing your electric skillet and cooking several foods at one time.

4. Use cold water rather than hot to operate your food disposal. In addition to saving hot water, this helps get rid of grease--the cold grease solidifies and can be ground up and washed away.

5. Reduce the frequency of operation of your trash compactor. This will give a small energy savings which can add up over a year's time.

6. A faulty appliance will not work efficiently and can waste energy. Repair or replace them promptly.

7. Be sure your TV, radio, and stereo are off when no one is watching or listening. Color sets are especially expensive to operate--they consume 33% more energy than black and white sets. Instant-on TV sets use electricity 24 hours a day keeping components heated and ready for operation. Unplug these when they will not be used for an extended period.

   Solid-state television sets, radios, and stereos require less energy than conventional sets.

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8. Electric blankets allow us to set our furnace thermostats down at night further than usual and hence save energy. Turn blankets off when not in use however or the gains will be quickly offset.

9. Oil household cleaning devices as recommended by your manual to maintain maximum efficiency. These manuals may also give additional tips on conserving energy while using the device.

10. When vacuuming, emply or replace the dust bag frequently. A full dust bag reduces the suction and increases vacuuming time.

ENVIRONMENTAL ACTION GUIDE

Goals:

1. Good, balanced, community-wide planning
2. Good zoning ordinances, strongly enforced
3. Effective conservation agencies
4. Effective pollution control measures for air and water
5. Modern methods of solid waste disposal; end to open burning
6. Effective sign and billboard control
7. Junkyard screening and control
8. Adequate open space
9. Playgrounds, parks, and other recreation areas
10. Attractive, convenient, downtown malls
11. Protection of water courses, natural areas, especially in or near cities
12. Protection of wildlife
13. Trail systems for walking, bicycling, and jogging
14. Conservation education in schools
15. Underground utility lines
16. Proper maintenance for public places: parks, city streets, etc.
17. Personal code of conservation ethics for everyone

Steps to avoid waste:

1. Use disposable paper and plastic goods only as necessary.
2. Buy products in returnable bottles.
3. Wash and reuse plastic bags and glass and plastic containers rather than throw them away.
4. Try to buy items that are not excessively packaged.
5. Buying one large-size product rather than several smaller sizes or individual servings is less expensive and less wasteful.
6. When you shop, take a reusable mesh shopping tote with you as the Europeans do, instead of using paper bags from the store.
7. Pack children's lunches in lunch boxes.
8. Try to buy good-quality, long-lasting toys. Broken toys add to the disposal problem.
9. At the gas station, do not let the attendant "top off" your gas tank; this means waste and polluting spillage.

Alleviate disposal problems:

1. Do not litter. This is the easiest pollution to stop.
2. Make garbage compact. Flatten cans, boxes, and cartons or stack them inside one another to conserve space.

3. Do not use colored tissues, paper towels, or toilet paper. The paper dissolves properly in water, but the dye lingers on.
4. Use decomposable (biodegradable) containers--pasteboard, cardboard or paper. Soft plastic bottles made of polyvinyl (PVC) give off lethal hydrocloric acid when incinerated.
5. Never flush away what you can put in the garbage. Especially unsuspected organic cloggers like cooking fat (give it to the birds) or coffee grounds and tea leaves (great for gardens).
6. Filter tips on cigarettes are practically indestructible. Do not flush them down the toilet because they will ruin your plumbing and clog up pumps at the sewage treatment plant.
7. Disposable diapers could clog up plumbing and septic tanks.
8. Drain oil from power lawn mowers or snowplows into a container and dispose of it; do not hose it into the sewer system.
9. Observe parking regulations so that sanitation men can clean the streets.

Recycle:

1. Save newspapers, magazines, cans and glass containers and take them to the nearest recycling location. Contact a local environmental group for specific information.
2. Encourage manufacturers to establish recycling centers.
3. Encourage money-raising programs for young persons or organizations through collecting papers, cans, and glass for recycling.
4. Reuse your scrap paper.
5. Return wire hangers to the cleaners.
6. Use live Christmas trees and replant them.
7. Donate magazines and paperbacks to hospitals or similar organizations.
8. Bring old usable clothing to thrift shops for resale, or donate it to charitable organizations.
9. Be willing to purchase and reuse recycled products.

Use household products carefully:

1. Use detergents with care. Phosphate detergents can upset the ecological balance of aquatic life. Substitudes are being developed, but have not yet been perfected.
2. Use soap for washing all but heavily soiled items if you live in a soft-water area.
3. Measure detergents carefully. If you follow manufacturers' instructions, you will help cut a third of all water pollution.
4. Do not use products that contain solvents (petroleum distillates) if alternates are available, such as water-based paint.

Olympus Research Corp.: Career Education in the Environment

Garden "naturally":

1. Use organic fertilizers.
2. Build compost heap. Include vegetation such as hedge and lawn clippings and leaves. Eventually you can spread it as fertilizer--nature's way of recycling garbage.
3. Make certain fertilizer is worked deep into the soil, do not hose it off into the water system.
4. Avoid the use of persistent pesticides. These include the chlorinated hydrocarbons (aldrin, dieldrin, endrin, heptabhlor, chlordane, and lindane) plus compounds containing arsenic, lead, or mercury.
5. Buy helpful insects (ladybugs, praying mantises, aphis lions, and parasitic wasps) to control destructive garden pests.
6. Strong-smelling herbs such as mint, sage, and basil, repel insects and help keep down your use of pesticides.
7. If you must spray, use the right insecticide. If at all possible, use botanicals (natural poisons extracted from plants) like nicotine sulfate, rotenone, and pyrethrum.

Reduce air pollution:

1. Motor vehicles contribute a good half of this country's air pollution. When possible, walk, ride a bicycle, use mass transit systems, or form car pools to help reduce the number of cars on the road.
2. Keep your car in good operating condition.
3. Do not idle the car unnecessarily.
4. Check that the car is equipped with one or more emission-control units and that they operate properly.
5. Consider buying a low-horsepower car.
6. Buy lead-free gasoline and encourage all gasoline manufacturers to "get the lead out." (Lead, by the way, chews up metal--including antipollution catalytic mufflers.)
7. Do not burn leaves or garbage.
8. If you must use your fireplace, burn wood not murky cannel coal, leaves, or garbage. Charcoal should never be used indoors because it releases poisonous gases.
9. Kick the cigarette habit and we'll all breathe a lot easier.

Conserve water:

1. Do not leave water running. If it has to recycle too fast, treatment plants cannot purify it properly.
2. Keep a jar of water in the refrigerator to avoid the need of running water from the tap to cool it.

3. Repair leaking faucets immediately.
4. Take reasonably short showers instead of baths. The average bath uses more water than a seven-minute shower.
5. Run the dishwasher and washing machine with one full load rather than several small ones.
6. One flush of your toilet unnecessarily uses seven gallons of water. If they fit, put a brick or two in your toilet tank or ask your plumber to set the toilet for the minimum amount of water.
7. Do not overwater lawns and gardens.

FEDERAL AGENCIES

1. U.S. Consumer Product Safety Commission
2. Food and Drug Administration
3. National Highway Traffic Safety Administration
4. Federal Aviation Administration
5. Civil Aeronautics Board
6. Federal Trade Commission
7. Public Health Service
8. Office of Education
9. Interior Department
10. Agriculture Department
11. U.S. Coast Guard
12. U.S. Postal Service
13. Treasury Department
14. Federal Energy Administration
15. Environmental Protection Agency
16. Federal Communication Commission
17. Federal Power Commission
18. Nuclear Regulatory Commission
19. Interstate Commerce Commission
20. Securities and Exchange Commission
21. Occupational Safety and Health Administration
22. Department of Housing and Urban Development
23. Office of Consumer Affairs
24. General Services Administration

STATE AGENCIES

(Each state may use different titles for similar agencies.)

1. Department of Consumer Affairs
2. Attorney General's Office
3. Department of Housing and Urban Development
4. Bureau of Weights and Measures
5. Bureau of Food and Drugs
6. Department of Health
7. Department of Insurance
8. Department of Corporations
9. Department of Licensing

LOCAL AGENCIES

1. County or City Attorney's Office
2. Police Department
3. Department of Weights and Measures
4. Small Claims Court
5. Local Postal Inspector's Office
6. Consumer Assistance Center
7. Universities and Colleges

PRIVATE AGENCIES

1. MACAP (Major Appliance Consumer Action Panel)
2. CRICAP (Carpet and Rug Industry Action Panel)
3. FICAP (Furniture Industry Consumer Panel)
4. Better Business Bureau
5. Consumer Assistance Centers
6. Chamber of Commerce
7. Action lines on T.V., radio, or newspaper

Appendix A
Strategy 5.5.1

HOW TO GET ACTION ON YOUR COMPLAINTS

COMPILE THE FACTS:

1. Names of individuals and firms involved
2. Dates of purchase, payments, returns, refunds, telephone calls, deliveries
3. Identification of products or services with model numbers if possible
4. Copies of contracts, receipts, cancelled checks, repair bills, warranties, guarantees, correspondence
5. Brief description of the problem and any action taken by you or others already
6. List of individuals or agencies you intend to carbon when corresponding

GO FIRST TO LOWER COMPANY LEVELS: Sales person, credit manager, head of department

GO SECOND TO TOP MANAGEMENT

OTHER AGENCIES AS FOLLOWS:

AREA OF CONERN	WHERE TO WRITE OR CALL	WHAT TO EXPECT
Advertising--deceptive, or misleading	Federal Trade Commission Department of Consumer Affairs - State Attorney General - State County District Attorney City Attorney	Investigation, prosecution, penalization, correction
Automobiles--questions and complaints related to automobiles, auto accessories, repairs	Department of Consumer Affairs - State Center for Auto Safety P.O. Box 7250, Ben Franklin Station Washington, D.C. 20044 National Automobile Dealers Association 2000 "K" Street N.W. Washington, D.C. 20006 Tire Industry Safety Council 766 National Press Bldg. Washington, D.C. 20004	Information, publicity or group action in some cases. Referral to proper agency or official. Prosecution and/or revocation of licenses for violation of local or state or federal laws regulating the sale and servicing of automobiles and parts.

AREA OF CONCERN	WHERE TO WRITE OR CALL	WHAT TO EXPECT
Automobiles (cont'd)	AUTOCAP P. O. Box 14460 Portland, Oregon 97214	
Credit--deceptive, unlawful, or unfair financial practices, violation of Truth-in-Lending legislation	Federal Trade Commission	Investigation, referral to proper agency or official. Prosecution.
Financial Services--complaints, questions concerning financial services	State Banking Dept.	Information, investigation and prosecution for violation of local, state or federal law
Banking	Regional Admin. of Nat'l Banks	
Debt Collection	Dept. Consumer Affairs Bureau of Collection and Investigative Services Attorney General Fifth and Capitol Mall Sacramento, CA 94102	
Finance Comanies Franchise Companies Security Brokers	Dept. of Corporations	
Insurance (except prepaid medical insurance)	Department of Insurance	
Prepaid Medical Plans Investment Fraud	Attorney General	
Savings and Loan Assoc.	Dept. of Savings and Loan	
Food, Drugs, Cosmetics, Hazardous Household Products, or Toys--quality, content, quack remedies, complaints, questions, deceptions related to food, drugs, cosmetics, medical devices	Dept. of Health - State	Information, investigation, action against offenders if warranted

AREA OF CONERN	WHERE TO WRITE OR CALL	WHAT TO EXPECT
Food, Drugs, Cosmetics, Hazardous Household Products, or Toys (cont'd)	Consumer Products Safety Commission	
Short weight, deceptive packaging, weighing, or measuring devices	Bureau of Weights and Measures Dept. of Weights and Measures-Local	
Fraud--deceptive practices, illegal acts, phony bargins, false guarantees	City Attorney District Attorney Attorney General - State	Investigation, referral to proper agency, prosecution if warranted
Health and Dance Studios	Attorney General - State	Investigation, prosecution
Home Appliance--questions and complaints related to major home appliances	MACAP (Major Appliance Consumer Action Panel) 20 N. Wacker Dr. Chicago, Ill 60606	Information, reports of complaints to company officials, investigation, revocation of licenses prosecution
	Dept. of Consumer Affairs - State	Information, investigation, revocation of licenses, referral
	CRICAP Carpet and Rug Industry Action Panel Box 1568 Dalton, Georgia 30720	
	FICAP Furniture Industry Consumer Panel P. O. Box 951 High Point, NC 27261	
Home Improvement--questions and complaints	Dept. of Consumer Affairs - State Contractors State License Board	Investigation, information, revocation of licenses

Appendix A
Strategy 5.5.1

AREA OF CONCERN	WHERE TO WRITE OR CALL	WHAT TO EXPECT
Information--questions, complaints, comments on pending laws, recently enacted legislation questions or complaints about consumer problems	Dept. of Weights and Measures Local	Information, referral, newsletter, press releases, copies of pending and enacted legislation, notice of hearings on specific bills
	State Senator Senate Office Bldg. Washington, D.C. 20510	
	State Representative House Office Bldg. Washington, D.C. 20515	
	Office of Consumer Affairs - State	
	Office of Consumer Affairs Executive Office Bldg. Washington, D.C. 20506	
	Better Business Bureau - Local	
	Consumer Assistance Centers - Local	
Labeling--questions, complaints, deceptive or misleading labels	Bureau of Food and Drug - State	Information, investigation, prosecution
	Federal Trade Commission	
	Bureau of Weights and Measures - State	
	Dept. of Weights and Measures - Local	
Legal Action--problems requiring legal action	Small Claims Court Legal Aid Societies Family Service Centers Attorney Reference Services	Court Action recommended or carried out. Out-of-court settlement

AREA OF CONCERN	WHERE TO WRITE OR CALL	WHAT TO EXPECT
Mobile Home Complaints--construction of foundations in mobile home parts, any construction other than the manufacture of the home	Dept. of Consumer Affairs - State	Investigation, information, revocation of licenses, referral
installation of connections to utilities and electrical, plumbing, heating inside the home, awnings and skirt, windows, doors, roof, fire safety	Dept. of Housing and Community Development Division of Codes and Standards	
Nonfraud--disagreements, complaints about services, goods, charges business practices that are not fraudulent	Better Business Bureau - Local Consumer Assistance Center - Local	Information, referral, advise, possible pressure through publicity or other
questions about business reputations and about organizations	Chamber of Commerce Action Lines on T.V., radio or newspaper Dept. of Consumer Affairs (state or federal)	
Postal--questions, and complaints about mail order houses, contests, failure to deliver merchandise, prizes; pornography through the mails. Real or suspected fraud carried out through the mail	U.S. Postal Inspector Local Postal Inspector	Investigation. Action by government if warranted
Professional Services--questions, disputes, complaints related to professional services or facilities	Dept. of Consumer Affairs - State Ethics committees of professional associations	Investigation, information. Revocation of license.

AREA OF CONCERN	WHERE TO WRITE OR CALL	WHAT TO EXPECT
Real Estate--sale of property, housing mortgage companies, agents, subdivisions	Dept. of Housing and Urban Development	Investigation, possible suspension of membership in Realtor's organization. Revocation of license. Possible court action.
real or suspected fraud or other complaints about any real estate transaction, whether buyer or seller	Dept. of Real Estate - State Local Board of Realtors	
Television, Tape Recorders, Radio, Stereo Repairs	Dept. of Consumer Affairs - State	Investigation, information, prosecution

LIST OF COMMON DECEPTIONS

BAIT AND SWITCH

Occurs when an item is advertised, usually at a low price, and when the buyer seeks to purchase that item, it is downgraded by the seller or appears shabby or inferior, and the seller actively attempts to deter the purchaser from its purchase while at the same time "pushing" the sale of a higher-profit item.

CONTEST WINNER (See also Free Goods)

After an individual is told that he has won a contest (whether has entered or not) he finds there are other conditions precedent to his receiving a prize. Or he may be solicited to purchase additional goods after he has received his prize.

DEBT COLLECTION DECEPTION

The use of any forms, letters, questionnaires or other material printed or written which does not clearly and conspicuously disclose that they are used for the purpose of collecting a debt or to obtain information concerning a debtor; or the false representation that the writer is affiliated with a branch of government, or is a "Credit Bureau" (which compiles information on financial responsibility for use by merchants in appraising a proposed grantee of credit); or that he employs, or has employed, lawyers and lawsuits to enforce collection, when this is not true.

DECEPTIVE GUARANTEE

Any guarantee which does not disclose what product, or part of the product is guaranteed, what characteristics of the product are covered or excluded from the guarantee, the guarantee's duration in time, what the purchaser must do before the guarantor will perform on his guarantee, such as return the goods, pay for services or labor, etc. The guarantee must also state the manner in which the guarantor will perform (repair, replacement, or refund) and the identity or name of the person making the guarantee.

Nonperformance of a guarantee makes the guarantee deceptive.

DECEPTIVE PRICING

The advertising of a former price, which is false, and the offer to sell at a new price alleged to be reduced from the former price, such as "Formerly $25.00, now $17.50", false comparisons with competitors' prices, such as "Retail price $15.00, my price $7.50"; or an offer of comparable value, such as "Comparable value $15.00." The use of suggested list prices as a means of purported comparisons; or the use of the two-for-the-price-of-one sale, wher the price has been increased to cover the price of two of the articles.

EASY-CREDIT ADVERTISING

The advertising of "easy-credit" means credit is extended without determining the debtor's ability to pay or his credit rating, is extended tc persons whose ability or credit are below usual standards of credit-worthiness, the price charged for goods does not exceed the price for like goods in the same area whether sold for cash or credit, the finance charges and annual percentage rates are not higher than those charged to good credit risks, the down payment and period of repayment is the same as those for persons with good credit, and the debtor is dealt with fairly in all things including the consequences of a delayed or missed payment. Failure to meet these terms in easy-credit advertising is deceptive.

Federal Trade Commission

EXPECTED EARNINGS AND PROFITS

False claims that salesmen or dealers will receive unusual earning or profits; that graduates of a particular study course will receive high pay which is actually in excess of the average net earnings such graduates receive; claims that certain skills are in demand in order to sell study courses in those skills; that purchasers of certain products or services will profit greatly therefrom; that large profits can be made from chinchilla farming by inexperienced persons; that particular franchises can earn large profits for persons authorized to grant subfranchises in a particular area.

FAIR PACKAGING AND LABELING

The failure to include a label on the product which specifies the identity of the product, the name and place of business of the manufacturer, packer, or distributor, the net quantity of the contents, and the net quantity of a serving when the number of servings is represented. Note, this is a technical law beyond the above items mentioned. Questions should be referred to the FTC office for further explanation.

FALSE TESTIMONIALS, ENDORSEMENTS OR CERTIFICATION

Falsely stating or implying that a product is endorsed or approved by anyone when it has not been so endorsed or approved. Implying an entire product has been endorsed when only a portion of it has. Misuse of a union bug. False claims that products or services have won prizes, blue ribbons, trophies, or other awards with the implication that the awards were made on the basis of comparison with competing products. False contests followed by spurious awards. Certification of merit or value by person who is actually the seller or connected with the seller; certifier's name must be disclosed.

FLAMMABLE FABRICS

The marketing of all wearing apparel and fabrics intended or reasonably expected to be used in wearing apparel which is so highly flammable as to be dangerous when worn by individuals. Report suspected cases immediately to the FTC.

FOREIGN ORIGIN

Failing to disclose the country from which a product originated when selling or offering for sale the imported product. Usually must be marked on package as well as on product. Words "import" or "imported" are insufficient.

FREE ESTIMATE NOT FREE

Estimates for repair work or the sale of goods or services advertised or solicited as being "free" when in fact hidden charges or conditions are present which were not revealed to the purchaser prior to his consent that the estimate be given.

FREE GOODS

The use of the word "free", in connection with the promotion or sale of goods, without stating in close conjunction with that work all the terms, conditions, and obligations upon which receipt and retention of a free item of merchandise or service are contingent. The advertiser must insure: (1) that the price charged for the sale merchandise, in connection with which the "free" offer is made, is not increased; (2) that there is no reduction in the quantity, quality, or size of the merchandise which must be purchased before the "free" offer takes effect; and (3) that no other strings or conditions are attached to the offer than those stated next to the word "free".

Federal Trade Commission

FUR PRODUCTS LABELING

The failure to label or advertise each fur product to show the true English name of the animal from which the fur was taken; the name of the manufacturer, the person who introduced the article into commerce, or the seller, transporter or distributor; if the article is imported, the country of origin of any imported fur contained in the article and when pertinent, whether the product is composed of used fur, bleached, dyed, or artificially colored fur, or is composed in whole or in part of paws, tails, bellies, or waste fur. Other misrepresentations on labels are also prohibited.

LOTTERIES

The use of lottery devices to sell merchandise. Elements of classic lottery are (1) consideration, (2) change, and (3) prize. However, any device calculated to appeal to the gambling instincts may be a violation even though not technically a lottery.

MEDICINAL, THERAPEUTIC, OR HEALTH-PRODUCING PROPERTIES

False claims that a food, nonprescription drug, device or cosmetic, is a cure or a remedy when the only value of the preparation is temporary; false claims for curative effect for any device or preparation externally applied to relieve internal ills; claims by unqualified persons that they can diagnose illnesses in connection with attempted sales of products; exaggerated claims for types of food, vitamins, or weight-control substances.

ON APPROVAL - FINAL SALES

The assertion of a final sale to the purchaser of goods where the goods are directly or impliedly sold with the agreement that if the buyer is not satisfied he can return the goods and receive a refund.

Federal Trade Commission

PRODUCT EFFECTIVENESS, NATURE, AND QUALITY

Generally, the misrepresentation of products concerning (1) what they can do, (2) how they are made, and (3) their durability. It is enough that the claims and representations, oral or written, are false, misleading, unfair or deceptive in a material respect.

MISUSE OF ABSOLUTE TERMS

Promotion of a product by imputing to it a perfection, durability, reliability, safety, etc., it does not possess. Usually the state of the art does not even permit the attainment at this time of the claimed status.

REFUSAL TO MAKE REFUND

Refusal by a store to make a legitimate refund when the purchaser has not been given reasonable notice of any condition or stipulation concerning refunds, exchanges, or adjustments prior to the sale of goods.

SUBSTITUTION OF MERCHANDISE

The seller substitutes a variety, make, model, or quality of goods in the place of those goods actually believed by the purchaser to be those he purchased.

TEXTILE FIBER PRODUCT IDENTIFICATION

The failure to include the labels attached to the product, the fiber or combination of fibers in the product by the generic name of each in the order of predominance, the percentage of each fiber present, the name or other indentification of the manufacturer, and if the product is imported, the name of the country where it was processed or manufactured. The failure to include in advertising all the fiber content information percentages. Wool products are excepted. See wool products labeling.

Federal Trade Commission

TRADE STATUS, AFFILIATIONS, OR CONNECTIONS

Claims that one is a manufacturer when he manufactures nothing, that one eliminated the "middleman" and sells direct from factory to customer when one is not a manufacturer; that one is a wholesaler, when, in fact, he sells at retail; that private businesses are "institutes" or "guilds" or "associations" or "cooperatives"; that one is a "laboratory" when, in fact, business has no laboratory facilities; and claims of government connection or approval.

TRUTH IN LENDING

On open-end credit accounts, such as revolving charge accounts, the failure to disclose all relevant terms, including the FINANCE CHARGE and ANNUAL PERCENTAGE RATE. On installment credit sales and on installment loans, the failure to disclose all relevant terms, including the FINANCE CHARGE and ANNUAL PERCENTAGE RATE at the time of the transaction. On transactions involving the giving of a mortgage, the failure to provide notice of the right of rescission as well as other relevant terms including the ANNUAL PERCENTAGE RATE. In advertising of certain credit terms, the failure to disclose all relevant terms including the ANNUAL PERCENTAGE RATE.

Appendix 1
Strategy 6.4.2

PAGE 1 OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

CASE STUDY
FEDERAL TRADE COMMISSION

Federal Trade Commission has provisionally accepted a consent order that prohibits false nutritional claims by the manufacturer of Ocean Spray Cranberry Juice. The consent order also contains a provision requiring that for one year at least one out of every four ads--or alternatively, 25% of advertising expenditures--for the product be devoted to correcting previous ads.

The consent order cites Ocean Spray Cranberries Inc., Hanson, MA, and its advertising agency, Ted Bates & Co. Inc., New York. The order forbids claims that any beverage made by Ocean Spray or, in the case of Ted Bates, any beverage advertised as a product of cranberries:

> Contains as many or a greater variety or quantity of nutrients than orange or tomato juice or any other beverage unless it is true; this does not prohibit representations that merely propose using any such product in place of other beverages without giving nutrition reasons;
>
> Has more "food energy" than any other beverages unless clear disclosure is made that this term refers to calories;
>
> Is a "juice" unless it consists entirely of natural or reconstituted single strength fruit juice with no water added; this does not prohibit (1) the addition of any ingredient to sweeten, flavor, color, preserve, fortify with vitamins, minerals or other nutrients or the like, (2) descriptions such as "juice cocktail" or "juice drink" connoting a diluted or modified single strength juice, (3) any name approved by any Federal agency having appropriate jurisdiction. The requirement for corrective ads includes a requirement that the following text be used: "If you've wondered what some of our earlier advertising meant when we said Ocean Spray Cranberry Juice Cocktail has more food energy than orange juice or tomato juice, let us make it clear: we didn't mean vitamins or minerals. Food energy means calories. Nothing more."

"Food energy is important at breakfast since many of us may not get enough calories, or food energy, to get off to a good start. Ocean Spray Cranberry Juice Cocktail helps because it contains more food energy than most other breakfast drinks.

"And Ocean Spray Cranberry Juice Cocktail gives you and your family Vitamin C plus a great wakeup taste. It's... the other breakfast drink."

The consent order is for the purpose of settling FTC's complaint against the company and its ad agency that Ocean Spray Cranberry Juice Cocktail has been falsely advertised as to its variety and quantity of nutrients. The consent order does not constitute an admission by the firms that they have violated the law.

U.S. Government Printing Office: Consumer News, June 1, 1972

CASE STUDY
POSTAL SERVICE

As part of its continuing program to investigate possible cases of mail fraud, Postal Service is looking into consumer complaints against several companies that sell slimming devices and other weight control products through the mail. It has investigated such products as slimming belts and inflatable shorts that--according to claims in nationally run magazine and newspaper ads--can help you lose several inches in your waist or thigh is "just hours" without dieting.

According to studies made for PS and other data, most of the slimming devices cause only temporary weight reduction through a form of dehydration--belts and shorts cause you to sweat. Whenever you drink water or a beverage, you gain back water that was lost in perspiration and you regain the inches you lost with the device. Most of the devices are also accompanied by instructions for exercises to do while wearing the devices. As PS officials see it, if this process involved any weight loss, it is probably the result of perspiration during the exercises, not the device.

U.S. Government Printing Office: Consumer News, February 1, 1973

CASE STUDY
FEDERAL TRADE COMMISSION

Federal Trade Commission is focusing its attention on the advertising policies and sales tactics used by some health clubs and figure salons. Following are typical of complaints received by FTC:

1. Consumers are lured to some clubs by ads promising "low introductory prices" or "2 memberships for the price of one." In some cases, these special prices do not exist.

2. Some clubs allegedly tell potential "members" that they can lose large amounts of weight--"10 inches in 10 visits"--without dieting. This claim is challenged by some doctors who feel that an exercise program will not generally cause weight reduction unless the person doing the exercises is on a diet. Along this same line, customers are told that they can lose weight with only "passive exercise" on a vibrating lounge chair. This claim is refuted by Food and Drug Administration, which in a fact-sheet on "quackery" states: "No apparatus can reduce excess weight by vibration."

3. Consumers are sometimes told that an exercise program will be good for their health without adequate warning of the health risks involved.

4. Consumers have found in some cases that they have signed a noncancellable contract, meaning they must make all payments whether they use the services.

Because of these complaints, FTC is taking several steps. FTC is investigating the companies with worst complaint records and, when necessary, taking legal action against individual companies that operate the clubs. In some cases, legal action results in a company signing a consent order under which it agrees not to advertise falsely or misrepresent itself to the public.

U.S. Government Printing Office: Consumer News, February 1, 1973

CASE STUDY

Consumer Name: Mrs. M. W.
Chicago, Illinois

Appliance: Room Air Conditioner **Manufacturer:** XYZ Company

Model No.: AB 216 **Serial No.:** 569Z108

Date of Purchase: May 2, 1969

Summary of Problem: Consumer requests refund settlement on room air conditioner after repairs were delayed by unavailability of part. Consumer further maintains that product warranty on room air conditioners should cover actual use of product, rather than period owned, because of seasonal utilization of product.

Statement of Consumer's Position: Consumer called MACAP to report that room air conditioner was purchased and used approximately three months in 1969. In late August, 1969, the unit was serviced in-warranty (no cost) and a new overload protection device was installed. On June 6, 1970, appliance was turned on for the first time for that cooling season; unit did not work and authorized service was called. The problem was diagnosed by phone as replacement of the condenser at a cost of $65.00 for labor (parts were covered under a five year refrigeration system parts warranty). Consumer refused service on the basis of cost. Consumer called manufacturer and was advised that labor cost could be minimized if consumer would deliver the unit rather than having it picked up. The consumer told manufacturer that the room air conditioner had only been used three months, and therefore, repairs should be covered under first-year warranty of both parts and labor.

Consumer subsequently delivered the unit for service in late June. As of July 20, 1970, repairs had not been concluded because condensers were back-ordered and not available. Consumer phoned dealer and requested refund or credit to her account in view of delays and unsatisfactory performance of appliance. Consumer also reports that they are moving in August and will have no need for room air conditioner unit.

Manufacturer's Report: The manufacturer supplied MACAP with a copy of a letter to the consumer which repeats the description of product warranty terms and asserts the necessity of maintaining those terms. In phone discussion with staff, manufacturer points out that the amount of time a room air conditioner operates over a year varies tremendously depending on the geographic area in which it is installed and the living habits of the consumer. The manufacturer has no means to monitor this use without installing an expensive device that might prove unsatisfactory or be tampered with by consumers.

Manufacturer advised that "when Chicago Branch learned of the need for a condenser which was not in stock, an emergency order was phoned to central warehouse and on July 7 a condenser was shipped direct to the service agency by TWA." Subsequently, service organization repaired the air conditioner and sent consumer a postcard dated July 13 advising that the room air conditioner could be picked up.

Present Status: Consumer has taken position that delay in repairs and unsatisfactory performance of appliance over such a relatively short period of operation justify request for a refund. Consumer denies receiving postcard.

Manufacturer's position is that terms of warranty had been upheld and the responsibility for the relatively minor delay in service is with the authorized service agent, which is an independent company.

Service agent feels that he performed service within a reasonable time and should be paid and that the issue of product performance is between manufacturer and consumer.

CASE STUDY

Consumer's Name: Mrs. B.C.

Product: Latex Paint, Birdseed and Asphalt Shingles

Purchased: January 10, 1976 First complaint: January 26, 1976

Consumer's Request: Concern about dying birds near bird feeder in yard. What can be done to determine cause?

Summary of Consumer's Complaint: On January 10, 1976, Mrs. B.C. purchased building materials and built a bird feeder. Materials used included lumber, asphalt shingles, latex paint and non-rust nails. All materials were purchased from a local hardware store. She put bird seed in the feeder and hung it in the yard. After one week she began finding dead birds in her yard. On the day she called the Consumer Protection Office, there were five birds dead under the feeder and she had just witnessed another's death. Mrs. B.C. was sure something was wrong but didn't know what.

Present Status: County Consumer Protection Office called the paint manufacturer to check on possible toxicity of paint. Distributor did not know of any problems with manufacturers chemists. The State Department of Food and Agriculture was called to take a sample of the bird seed and paint chips to determine toxicity, if any. Report takes about ten days.

CASE STUDY

Consumer's Name: Mr. M. P.

Product: Automatic Swimming Pool Chlorinator

Cost: $859.00

Purchased: May 13, 1975 First Complaint: July 13, 1975

Consumer's Request: Full refund of purchase price for one automatic swimming pool chlorinator. Reimbursement for costs of draining and cleaning algae growth from consumer's pool.

Statement of Consumer's Position: Mr. M. P. purchased an automatic pool chlorinator in May, 1975 with the understanding that it would cost no more than $1.50 for electricity to operate the unit and that the pool would be properly chlorinated with the addition of less acid each month, (according to printed advertising). The consumer found that his utility bill increased $20.00 per month with the installation of the automatic chlorinator and his pool developed an uncontrolable case of black algae due to inadequate balance of chlorine and acid in the pool.

Statement of Distributor's Position: Consumer Protection Agency talked to the distributor the same day the consumer's complaint was received. The distributor admitted having much difficulty keeping up with repairs for other automatic chlorinators sold in this area. He even confided he was considering filing bankruptcy because he was losing money on his dealership. (The business was a franchise purchased by the dealer from an out-of-state concern.)

Statement of Manufacturer's Position: On September 16, 1975, a meeting was called by the Consumer Protection Agency and the County District Attorney's Office. Eight persons were in attendance who were involved one way or another with the automatic pool chlorinators. The manufacturer admitted nothing. He promised to honor the guarantees and get a new distributor who could fix the units that were not working properly.

Present Status: Because it is now winter, no one is using the chlorinators. Hence, no complaints. However, it is expected that more complaints will come in next summer.

CASE STUDY

Consumer's Name: Mrs. P. H.
Robbins, Illinois

Appliance: Chest Freezer

Model No.: CF 1322 **Serial No.:** AB12078

Purchased: April 20, 1972 **First Complaint:** April 24, 1972

Complaint: Consumer desires full reimbursement for food loss experienced because freezer stopped working four days after its installation.

Summary of Consumer's Complaint: Consumer purchased the freezer and had it installed April 20, 1972. Consumer operates a home for foster children. Four days after installation, consumer purchased 130 freshly slaughtered chickens and placed them in the freezer. Freezer did not maintain freezing temperature and all of the chickens spoiled. Manufacturer has provided the maximum $100 in food loss reimbursement provided in warranty but consumer feels that the full cost of the chickens ($162) should be reimbursed. Consumer has provided a receipt dated April 23, 1972, in the amount of $162 for purchase of 130 chickens.

Manufacturer's Position: Manufacturer's warranty states clearly the limit of $100 reimbursement on food loss. Service was provided promptly and freezer is now operating. Manufacturer feels that to make a special concession to this consumer would be unfair to all other consumers who have had similar problems but did not receive concession.

CASE STUDY

Consumer's Name:	Mr. M. V.
Product:	20 Gage Shot Gun Shells
Cost:	$1.99/box of 50
Purchased:	September 1, 1974 First Complaint: September 27, 1974
Consumer's Request:	That department store give customer an additional case of 20-gage shot gun shells at no additional cost.
Summary of Consumer's Complaint:	Consumer furnished a copy of a newspaper showing the sale of 20-gage shot gun shells, 50 to a box, for $1.99/box. When consumer went to store to purchase these shells, he found each box contained only 25 shells. He purchased one case of shells and then asked the clerk for an additional case since he had only gotten half his merchandise according to the ad. The clerk refused to comply, saying these shells only come in boxes of 25 and the ad was wrong.
Summary of Action:	September 30, 1974 Consumer Protection wrote to manager of store in question, advising manager of consumer's complaint. October 7, 1974 manager called Consumer Protection telling them to have customer come in, they would give him another case of shells, (obviously, there had been an advertising mistake but the store did not want to lose goodwill of customer, and really could not refuse customer request).

CASE STUDY

Consumer's Name:	Mrs. S. M.
Product:	Automobile
Purchased:	October 12, 1974 First Complaint: October 15, 1974
Consumer's Request:	Repair of brakes on 1956 stationwagon.
Summary of Consumer's Complaint:	Mrs. S. M. purchased a 1956 stationwagon from a used car dealer and agreed to accept the car "as is." She thought this was acceptable since she got such a good deal on the car. However, when she got in the car and drove off the sales lot she found the brakes would not work. She was afraid for her life. Driving around the block she pulled in the lot and demanded the brakes be fixed at no cost to her. The dealer refused.
The Dealer's Position:	The car was sold "as is." It was stated right on the sales agreement. That means exactly that. Mrs. S. M. must take the car as it is.
Final Status:	Consumer Protection Department advised the car dealer he may not sell an "unsafe" car. Any automobile offered for sale must pass the state auto inspection before it may be offered for sale. So dealer is required by law to repair the brakes.

Appendix A
Strategy 6.6.5

CASE STUDY

Consumer's Name: Mr. R. O.

Product: Automobile

Purchased: October 12, 1974 **First Complaint:** October 15, 1974

Consumer's Request: Brake contract for purchase of 1974 automobile.

Summary of Consumer's Complaint: On October 12, 1974, Mr. R. O. signed a conditional sales contract to purchase a 1974 automobile. Mr. R. O. agreed to furnish his own insurance and initialed that statement on the contract. He was trading in a 1970 automobile for 1974 automobile. After checking with his auto insurance dealer, Mr. R. O. found that the insurance on the newer car would be more than he could afford. The dealer didn't tell him his insurance would go up so much. He felt the dealer had hidden that information from him, and sold the car to him under false pretense. Mr. R. O. wanted the sales contract voided and his 1970 automobile returned.

Dealer's Position: The consumer initialed the statement "customer to furnish own insurance." It is not the responsibility of the dealer to quote rates under this agreement. Therefore, consumer has no grounds to break the sales contract.

CASE STUDY

Consumer's Name: Mrs. D. H.

Product: Wall to Wall Carpet

Cost: $1,200.00

Purchased: March 1974 **First Complaint:** July 17, 1975

Consumer's Request: Replacement of carpet and new linoleum in bathroom.

Summary of Consumer's Complaint: Mrs. D. H. purchased and had laid wall to wall carpet in March of 1974. Six months later, Mrs. D. H. discovered that the burnt orange color of the carpet was coming off on her children's bare feet. The same dye was also showing up on the white linoleum of the bathroom near the carpeted area as a green color. Mrs. D. H. talked to the dealer in September and again in November. The dealer would accept no responsibility for the problem.

District Attorney's Report: An investigator talked with Mrs. D. H. and verified her complaint, documenting it with signed statements, pictures, and carpet sample. Upon contacting the president of the carpet company, the investigator was told that the manager of the store at the time Mrs. D. H. had purchased her carpet was apparently receiving leads on customers needing floor covering, went out to see the prospective customer and wrote up the transactions on stolen invoices from the store. The manager, on cash transactions, gave customers receipts also stolen from the company. The manager would contact a customer, sell the floor covering, then purchase the material and charge it to the store and have his own crew lay the floor covering. The president of the company stated that under these conditions he wouldn't replace the carpeting or the linoleum in the bathroom.

Current Status: Consumer has gone to small claims court suing the president of the company since it was his manager who sold and installed her carpet. She felt he should be held accountable for his employees' actions.

CASE STUDY

Consumer's Name:	Mr. S. L.
Product:	Automobile
Purchased:	May 21, 1974 First Complaint: June 20, 1974
Summary of Consumer's Complaint:	Mr. S. L. purchased a 1968 pick-up truck on May 21, 1974 from a used car dealer "on the strip" (an area of town featuring low cost used cars). The consumer said the salesman promised the truck would be painted within a week after he purchased it. The paint shop was not in operation this week because the paint man was sick. All he had to do was bring the truck in for a paint job the next week. When Mr. S. L. returned to the car dealer for his paint job, the dealer denied any knowledge of the agreement and told customer he would not paint the car.
Auto Dealer's Position:	The auto dealer denied any knowledge of this agreement. He asked to see a written agreement stating this condition of sales. The customer had no such written agreement.
Final Status:	With no written agreement of a paint job, the consumer has no legal grounds to request the work be performed.

CASE STUDY

Consumer's Name: Miss R. Y.

Product: Automobile Deposit

Deposit: $50.00

Paid: November 1, 1974 First Complaint: November 4, 1974

Consumer's Request: Refund of $50.00 deposit left with auto dealer to hold used car.

Summary of Consumer's Complaint: Consumer deposited with a used car dealer $50.00 to hold a sports car until she could have her brother look at it. Two days later the consumer's brother looked at the car and advised her against buying it. Since the young lady was not going to purchase the car, she wanted her $50.00 deposit returned. The car dealer refused.

Auto Dealer's Position: A deposit is to hold a car. The dealer agrees to remove it from the market for an agreed length of time. If the customer decides not to purchase the car, the dealer keeps the deposit as compensation for his trouble.

CASE STUDY

Consumer's Name: Mr. J. M.

Product: Rental Security Deposit

Amount of Deposit: $75.00

Rental Date: February 1970 to October 1975 **First Complaint:** October 21, 1975

Consumer's Request: Refund $45 balance of $75 rental security deposit.

Summary of Consumer's Complaint: According to the lease agreement signed by the tenant in February 1970, a $45 non-refundable fee was to be paid and held by landlord until Mr. J. M. moved. A security deposit of $75 was also collected which was to be held. If no default of rent had occured and other provisions of the lease agreement had been observed, the tenant would receive his $75. When Mr. J. M. moved in October 1975, all terms of the lease had been honored by him; however, he received only $30 of his $75 from the landlord.

Landlord's Position: The landlord said he had to pay a cleaning company $90 to have the apartment cleaned when the tenant moved out. He used the $45 cleaning deposit and $45 of the security deposit. This left $30 for Mr. J. M.

Action by Consumer Protection Office:

December 27, 1975	Letter to landlord advising him he could not use part of the security deposit for cleaning fees and asked him to make proper payment to Mr. J. M.
January 20, 1976	No response from the landlord. Wrote to Mr. J. M. advising him of his right to sue for damages under civil code 1950.5 section F as well as recovering the $45 owed him. A copy of the letter was sent to the landlord.
January 26, 1976	Received letter from the landlord advising this office he was mailing a $45 check to Mr. J. M. today.

CASE STUDY

Consumer's Name: Mr. J. S.
Long Grove, Kansas

Appliance: Combination Refrigerator-Freezer

Model No.: Not available   **Serial No.:** Not available

Purchased: April 28, 1972   **First Complaint:** Same Date

Summary of Problem: Consumer refused delivery of appliance because of damaged condition and requested refund, but when refund was made, $40 had been deducted for dealer's delivery expenses. Dealer attempted to deliver appliance four times.

Consumer's Position: Consumer reports that a delivery date was not established when appliance was purchased and the appliance was delivered only after consumer phoned dealer. When the appliance arrived, it was damaged and a proposal for repairing the damage was not satisfactory to the consumer. The consumer requested refund and dealer agreed. When refund check arrived, $40 had been deducted for dealer's delivery and return expenses.

Manufacturer's Position: Manufacturer investigated the situation and feels that the matter is between the consumer and the dealer and that there is no manufacturer's responsibility. Manufacturer states that dealer is reputable.

Dealer's Position: In response to MACAP's inquiries, the dealer provided sales slip containing notation of a May 2 delivery date. The dealer reports that an attempt was made to call the consumer the morning of May 2 but there was no answer. Delivery was attempted anyway on the possibility that in the process of consumer's moving there was a mix-up on telephones. Delivery could not be completed on May 2 because consumer was not home but a card was left in the door requesting that consumer call the dealer. On May 3 several calls were made to the consumer without results. On May 4 the refrigerator was sent to the home again. The driver, who has been with the company for 17 years, reported that the calling card was still in the door and no one was home.

On May 4 consumer called the dealer asking about delivery and an argument about the delivery ensued. Arrangements were made for a May 6 delivery, even though dealer would incur extra expenses for a Saturday delivery. When delivery was made, the consumer noted damage to the appliance, refused an offer to repair, and demanded a refund. Dealer made refund but deducted $40 for his expenses. Refrigerator was subsequently sold by the dealer on an "as is" basis for $30 less than the amount paid by Mr. J. S.

CASE STUDY

Consumer's Name: Mrs. R. C.
North Hollywood, California

Appliance: Gas Range

Model No.: 72-6B59C **Serial No.:** 05XK5191-AB2

Purchased: October 5, 1971 **First Complaint:** October 26, 1971

Summary of Problem: Consumer complains of numerous problems with range but manufacturer says that range is basically sound. Consumer wants extension of warranty in view of service history.

Summary of Consumer's Position: Consumer states that range pictured in advertisement showed glass doors on both ovens but that advertised price did not include $10 for glass door on lower oven and $10 for delivery. Subsequently, consumer complains that oven door handle came loose and dealer did not respond to request for service; the oven door did not close properly; food "burns to a crisp" in broiler because "there is no way of adjusting it"; and oven does not brown evenly. Consumer says that when service was provided the serviceman told her that the thermostat had to be replaced but serviceman entered "everything OK" on the service records. Consumer's correspondence makes several references to bad relations with dealer and servicemen who have come to her home. (Staff note: Consumer mentions that she is 80 years of age, a former instructor in cooking, and is vehement in her denunciation of the behavior of the servicemen who have come to her home, including a great deal of name-calling on her part.)

Manufacturer's Position: Manufacturer has provided service history as follows:

Date	Work Done	Cost
October 25, 1971	Checked broiler tray that would not fit.	No charge
January 24, 1972	Top oven thermostat needed to be replaced.	No charge
February 4, 1972	Aligned manifold.	No charge
February 15, 1972	Replaced upper oven thermostat.	No charge
May 4, 1972	Investigated oven controls, bottom oven. No problems.	No charge

Manufacturer sent MACAP several copies of consumer's letters to the manufacturer commenting, "They speak for themselves." The manufacturer also noted that service technicians are "afraid to go into Mrs. C's house because the woman is very vindictive and there is no way of knowing what she may accuse them of doing."

Manufacturer also enclosed a letter from the utility home economist reporting that her investigation indicated that the oven was operating correctly.

Manufacturer indicated that door handle was repaired by tightening screws and that problem could have been fixed earlier if consumer would have contacted service agency direct rather than insisting on contacting dealer. Further, the door has "door stop feature" which allows the door to stay in an open position at approximately four inches when needed; it should not close directly as consumer's previous oven door closed. Manufacturer reported that technicians did adjust oven control calibrations even though differences of 15° in lower oven and 10° in upper oven would not have normally called for recalibration. Manufacturer also reports that the service technicians made "fine adjustments of gas and air on oven burner and top burners to insure peak results." Finally, manufacturer reported that consumer's cookie sheets warp when heated, causing uneven browning and enclosed three cookies baked in the oven.

(Staff note: Cookies were evenly browned and tasted delicious, although slightly stale.)

Appendix A
Strategy 7.1.1

CONSUMER INFORMATION SOURCES

Research all possible information available to the consumer in the following categories:

1. Federal agencies. Some possible examples:
    1. U.S. Department of Agriculture
    2. Food and Drug Administration
    3. U.S. Consumer Product Safety Commission
    4. National Highway Traffic Safety Administration
    5. Federal Trade Commission
    6. Interior Department
    7. Agriculture Department
    8. U.S. Coast Guard
    9. U.S. Post Office
    10. Office of Consumer Affairs
    11. General Services Administration

2. State Agenices. Some possible examples:
    1. Department of Consumer Affairs
    2. Bureau of Weights and Measures
    3. Local government agencies

3. Local government agencies. Some possible examples:
    1. Office of the District Attorney
    2. Colleges and Universities
    3. Consumer Assistance Centers

4. Private Agencies. Some possible examples:
    1. Better Business Bureau
    2. Chamber of Commerce
    3. Consumer Assistance Centers

5. Consumer Financed Non-Profit Testing and Rating Agencies and Other Consumer Publications. Some possible examples:
    1. Consumer Research, Inc.
    2. Consumers Union of U.S., Inc.
    3. Changing Times
    4. Consumer Newsweek
    5. Media and Consumer
    6. Books on Consumer Economics--Family Finance

6. Trade Association and Professional Association. Some possible examples:
    1. American Home Economics Association
    2. American Medical Association
    3. American Dental Association
    4. Underwriters Laboratories
    5. American Gas Association
    6. American Home Appliance Association
    7. The Soap and Detergent Association

7. Manufacturers. Some possible examples:
   1. Advertising
   2. Packaging or hang tags on products
   3. Consumer service information and pamphlets

PUBLICATIONS FOR SALE
Consumer and Food Economics Institute
Agricultural Research Service
U.S. Department of Agriculture

Send check or money order payable to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. A discount of 25 percent is allowed on orders of 100 or more copies of a single publication. Please use your ZIP code when you order publications.

FOR CONSUMERS

G-1 Family fare: A guide to good nutrition. Sl. rev. 1972. 95¢
G-5 Food for the family with young children. Sl. rev. 1973. 25¢
G-8 Home canning of fruits and vegetables. Sl. rev. 1972. 35¢
G-10 Home freezing of fruits and vegetables. Sl. rev. 1971. 50¢
G-17 Food guide for older folks. Sl. rev. 1973. 35¢
G-40 Freezing combination main dishes. Rev. 1973. 30¢
G-43 Money-saving main dishes. Sl. rev. 1971. 60¢
G-56 How to make jellies, jams and preserves at home. Sl. rev. 1971. 30¢
G-62 Removing stains from fabrics: Home methods. Rev. 1968. 40¢
G-68 How to prevent and remove mildew: Home methods. Sl. rev. 1971. 25¢
G-69 Home care of purchased frozen foods. Rev. 1973. 25¢
G-70 Home freezing of poultry. Rev. 1970. 25¢
G-72 Nutritive value of foods. Sl. rev. 1973. 85¢
G-74 Food and your weight. Rev. 1973. 40¢
G-78 Storing perishable foods in the home. Rev. 1973. 25¢
G-85 Food for the young couple. Sl. rev. 1973. 25¢
G-92 Making pickles and relishes at home. Sl. rev. 1970. 35¢
G-93 Freezing meat and fish in the home. Sl. rev. 1973. 35¢
G-94 Family food budgeting...for good meals and good nutrition. Sl. rev. 1971. 30¢
G-98 A guide to budgeting for the young couple. Sl. rev. 1973. 25¢
G-103 Eggs in family meals: A guide for consumers. Sl. rev. 1973. 35¢
G-105 Vegetables in family meals: A guide for consumers. Sl. rev. 1971. 35¢
G-108 A guide to budgeting for the family. Sl. rev. 1972. 25¢
G-110 Poultry in family meals: A guide for consumers. Rev. 1971. 35¢
G-125 Fruits in family meals: A guide for consumers. Sl. rev. 1972. 35¢
G-127 Milk in family meals: A guide for consumers. Rev. 1972. 30¢
G-147 Baking for people with food allergies. 1968. 25¢
G-153 Calories and weight: The USDA pocket guide. Sl. rev. 1970. 50¢
G-160 Pork in family meals: A guide for consumers. Sl. rev. 1973. 35¢
G-161 Apples in appealing ways. 1969. 25¢
G-182 Selecting and financing a home. Sl. rev. 1972. 30¢
L-424 Food for fitness...A daily food guide. Sl. rev. 1971. 25¢

FOR RESEARCH WORKERS, TEACHERS, AND LEADERS

AH-8 Composition of foods...raw, processed, prepared. Rev. 1963. $2.85
AH-74 Energy value of foods...basis and derivation. Sl. rev. 1973. $1.25
HERR-4 Amino acid content of foods. 1957. 75¢
HERR-5 Recipes for quantity service (Card file). Rev. 1972. $5.75.
HERR-21 Helping families manage their finances. Rev. 1963. 95¢
HERR 35 Food selection for good nutrition in group feeding. Rev. 1972. 65¢
PA-270 Food buying guide for type A school lunches. Rev. 1972. $3.90
PA-631 Quantity recipes for type A school lunches. (Card file). Rev. 1971. $14.05
PA-719 A menu planning guide for type A school lunches. Rev. 1969. 50¢

Household Food Consumption Survey, 1965-66
Report 11 Food and nutrient intake of individuals in the United States, spring 1965. 1972. $2.50
Report 13 Food consumption of households in the Northeast, seasons and year, 1965-66. 1972. $1.75
Report 14 Food consumption of households in the North Central Region, seasons and year, 1965-66. 1972. $1.75
Report 15 Food consumption of households in the South, seasons and year, 1965-66. 1973. $1.75
Report 16 Food consumption of households in the West, seasons and year, 1965-66. 1973. $1.75
Report 17 Food consumption of households by money value of food and quality of diet, United States, North, South. 1972. $1.75
Report 18 Dietary levels of households in the United States, seasons and year, 1965-66. 1974. $2.90

6/74

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Strategy 7.1.1

FDA Consumer MEMO

CURRENT AND USEFUL INFORMATION FROM THE FOOD AND DRUG ADMINISTRATION

AVAILABLE CONSUMER MEMOS

General

PUBLICATION NUMBER	TITLE
72-1004	Quackery
72-1021	Careers in FDA
73-1002	Enforcing the Food, Drug, and Cosmetic Act
73-1004	Fair Packaging and Labeling Act
73-1009	Information Concerning FDA Regulations
73-1013	Bibliography
73-1020	Glazes and Decals on Dinnerware
73-1038	Prices and FDA
74-1001	How You Can Report to FDA

Foods

PUBLICATION NUMBER	TITLE
72-2001	Some Questions and Answers About Food Additives
72-2002	Safety of Cooking Utensils
72-2008	Facts about Meat Tenderizers and Monosodium Glutamate (MSG)
72-2011	Some Questions and Answers About Canned Foods
72-2023	Food Colors (Color Additives)
72-2027	BHT and BHA as Food Additives
72-2028	Struvite Crystals and Canned Seafood
72-2041	Standards for Packaged Nuts
72-2042	Symbols on Food Labels
73-2001	Albumin, Sodium Erythorbate, and Lecithin
73-2007	Food Standards
73-2034	Nitrates and Nitrites
73-2041	Metric Measures on Nutrition Labels
73-2042	Nutrition Labels and U.S. RDA
74-2010	Nutrition Labeling—Terms You Should Know
74-2036	The New Look in Food Labels

Drugs

PUBLICATION NUMBER	TITLE
72-3002	Aspirin
72-3003	Caffeine
72-3008	Dimethyl Sulfoxide (DMSO)
72-3009	Krebiozen
72-3017	Thalidomide
72-3023	U Series—Dr. Henry Turkel
73-3004	Hexachlorophene
73-3014	Chloramphenicol
73-3025	Self-Medication

HEADACHE PILLS

Devices

PUBLICATION NUMBER	TITLE
73-4003	Relaxacizor

Cosmetics

PUBLICATION NUMBER	TITLE
72-5001	Cosmetics
72-5002	Facts About "Tanning" Products

Single copies of the above Consumer Memos are available by writing:

Food and Drug Administration
HFI-12
5600 Fishers Lane
Rockville, Maryland 20852

DHEW Publication No. (FDA) 74-1010

FDA Consumer MEMO

CURRENT AND USEFUL INFORMATION FROM THE FOOD AND DRUG ADMINISTRATION

Brochures available from FDA

Single free copies of the following publications are available from your local Consumer Affairs Officer or write to: Food and Drug Administration, HFI-10, 5600 Fishers Lane, Rockville, Maryland 20852. Bulk copies are available for 25¢ each or a 25% discount for 100 or more copies from the U.S. Government Printing Office, Public Documents Dept., Washington, D.C. 20402. (Make check or money order payable to the Superintendent of Documents).

We want you to know about **FDA** (available only from FDA)
(FDA) 74-1006

We want you to know about the **Laws Enforced By FDA** (available only from FDA)
(FDA) 73-1031

We want you to know about **Cooking Utensils**
(FDA) 73-1019

Food Safety In The Kitchen (available only from FDA)
January 1974

We want you to know about **Preventing Childhood Poisonings**
Catalog No. Y3.C76/3.2P75 25¢
Stock No. 1712-00197

We want you to know about **Nutrition Labels On Food**
(FDA) 74-2039
Catalog No. HE 20.4002:N95/973 25¢
Stock No. 1712-00190

We want you to know about **Labels On Foods**
(FDA) 73-2043
Catalog No. HE 20.4002:F73/6 25¢
Stock No. 1712-00083

We want you to know about **Protecting Your Family From Foodborne Illness**
(FDA) 74-2003
Catalog No. HE 20.4002:F43/7 25¢
Stock No. 1712-00189

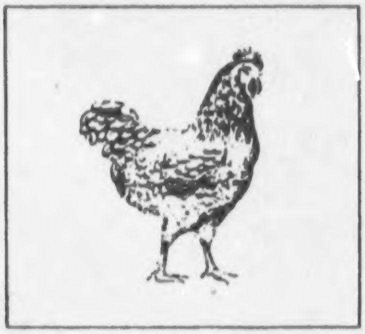
We want you to know about **Salmonella & Food Poisoning**
(FDA) 73-2004
Catalog No. HE 20.4002:SA 3/2 25¢
Stock No. 1712-00163

We want you to know about **Labels On Medicines**
(FDA) 73-3028
Catalog No. HE 20.4002:M46/3 25¢
Stock No. 1712-00180

We want you to know about **Medicines Without Prescriptions**
(FDA) 74-3010
Catalog No. HE 20.4002:M46/2 25¢
Stock No. 1712-00170 $8.10/100

We want you to know about **Adverse Reactions To Medicines**
(FDA) 74-3005
Catalog No. HE 20.4002:M46 25¢
Stock No. 1712-00154 $5.50/100

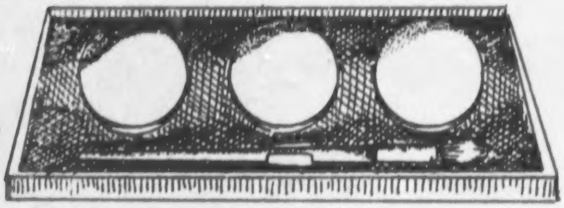
We want you to know about **Prescription Drugs**
(FDA) 74-3011
Catalog No. HE 20.4002:B24/5 25¢
Stock No. 1712-00169 $5.35/100



We want you to know about **Drugs For Food-Producing Animals**
(FDA) 73-6009
Catalog No. HE 20.4002:AN5 25¢
Stock No. 1712-00176

We want you to know about **Cosmetics**
(FDA) 73-5005
Catalog No. HE 20.4002:C82 25¢
Stock No. 1712-00173

We want you to know about **Safe Use Of Eye Cosmetics**
(FDA) 73-5002
Catalog No. HE 20.4002:EY3 25¢
Stock No. 1712-00182



We want you to know about **Diagnostic X Rays**
(FDA) 73-8048
Catalog No. HE 20.4002:X1 25¢
Stock No. 1712-00181

We want you to know about **Microwave Oven Radiation**
(FDA) 74-8049
Catalog No. HE 20.4002:M58 25¢
Stock No. 1712-00184

We want you to know about **Impact-Resistant Eyeglass Lenses**
(FDA) 73-4001
Catalog No. HE 20.4002:L54 25¢
Stock No. 1712-00164

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Food and Drug Administration
5600 Fishers Lane
Rockville, Md. 20852

April 1974

DHEW Publication No. (FDA) 74-1022

Appendix A
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ORDER/AVAILABILITY FORM October, 1974

COUNCIL OF BETTER BUSINESS BUREAUS INC.
1150 17TH ST. N. W. • WASHINGTON, D. C. 20036 • (202) 467-5200

The following publications are available from the CBBB. To expedite your order, please indicate quantities required on this form and sign or attach to your purchase requisition.

TIP SHEETS - $2.00 per 100

Order	Pub. No.	
	311-01245	Appliance Service
	311-01206	Bait and Switch
	311-01211	Buying By Mail
	311-01283	Buying On Time
	311-01292	Car Care On The Road
	311-01248	Guarantees and Warranties
	311-01286	Mail Order Shade Trees

FACT BOOKS - $10.00 per 100

Order	Pub. No.	
	311-03246	Auto Repair
	311-03201	Central Air Conditioning
	311-03232	Computer Careers
	311-03202	Executive Search
	311-03255	Franchising
	311-03238	Health Insurance
	311-03250	Hearing Aids
	311-03203	Home Appliances
	311-03218	Investment Companies
	311-03223	Life Insurance Companies
	311-03227	Mobile Homes
	311-03251	Savings
	311-03235	Shopping For Food

OTHER PUBLICATIONS - $5.00 per 100

Order	Pub. No.	
	311-22299	Better Business Bureaus Prepare for Action - reprint - "Changing Times"
	311-22296	History & Tradition of the BBB
	311-22214	This is the Council of Better Business Bureaus
	311-22105	What is a Better Business Bureau
	311-22124	Four Reasons Why

Order	Pub. No.	
	311-94115	Consumer's Buying Guide - $1.50 each.

INFORMATION PAMPHLETS - $5.00 per 100

Order	Pub. No.	
	311-02224	Audio Products
	311-02247	Buying Used Cars
	311-02230	Carpets and Rugs
	311-02221	Drycleaning
	311-02293	Encyclopedias
	311-02216	Home Fire Protection
	311-02205	Home Improvements
	311-02106	" " (Spanish)
	311-02229	Home Study Schools
	311-02219	Mail Order Profit Mirages
	311-02239	Multi-Level Selling Plans
	311-02111	" " (Spanish)
	311-02207	Refunds and Exchanges
	311-02107	" " (Spanish)
	311-02244	Renting A Car
	311-02256	Roof Coatings
	311-92259	Room Air Conditioners
	311-02208	Sales Contracts
	311-02108	" " (Spanish)
	311-02268	Slide Projectors
	311-02220	Tape Recorders & Players
	311-02225	Television Sets
	311-02236	Tires
	311-02266	Water Conditioners
	311-02204	Work-At-Home Schemes
	311-02109	" " " (Spanish)
	311-90257	Truth In Lending (no charge)
	311-90110	" " " (Spanish) (no charge)

Order	Pub. No.	
	311-25125	Code of Advertising (small) 25¢
	311-25128	" " " (large) 25¢ ea.
	311-25127	Advertising Standards - Men's & Boys' Apparel - 25¢ ea.
	311-25258	Standards for Autos & Trucks 25¢ ea.
	311-25129	Standards for Charitable Solicitations - 15¢ ea.

Order	Pub. No.	
	311-91130	Questions About Condominiums
	311-91104	Wise Home Buying (avail. soon) both at $2.00 per 100

Order	Pub. No.	
	311-01245	Appliance Service
	311-01206	Bait and Switch
	311-01211	Buying By Mail
	311-01283	Buying On Time
	311-01292	Car Care On The Road
	311-01248	Guarantees and Warranties
	311-01286	Mail Order Shade Trees

FACT BOOKS - $10.00 per 100

Order	Pub. No.	
	311-03246	Auto Repair
	311-03201	Central Air Conditioning
	311-03232	Computer Careers
	311-03202	Executive Search
	311-03255	Franchising
	311-03238	Health Insurance
	311-03250	Hearing Aids
	311-03203	Home Appliances
	311-03218	Investment Companies
	311-03223	Life Insurance Companies
	311-03227	Mobile Homes
	311-03251	Savings
	311-03235	Shopping For Food

OTHER PUBLICATIONS - $5.00 per 100

Order	Pub. No.	
	311-22299	Better Business Bureaus Prepare for Action - reprint - "Changing Times"
	311-22296	History & Tradition of the BBB
	311-22214	This is the Council of Better Business Bureaus
	311-22105	What is a Better Business Bureau
	311-22124	Four Reasons Why

Order	Pub. No.	
	311-94115	Consumer's Buying Guide - $1.50 each.

Order	Pub. No.	
	311-02224	Audio Products
	311-02247	Buying Used Cars
	311-02230	Carpets and Rugs
	311-02221	Drycleaning
	311-02293	Encyclopedias
	311-02216	Home Fire Protection
	311-02205	Home Improvements
	311-02106	" " (Spanish)
	311-02229	Home Study Schools
	311-02219	Mail Order Profit Mirages
	311-02239	Multi-Level Selling Plans
	311-02111	" " (Spanish)
	311-02207	Refunds and Exchanges
	311-02107	" " (Spanish)
	311-02244	Renting A Car
	311-02256	Roof Coatings
	311-92259	Room Air Conditioners
	311-02208	Sales Contracts
	311-02108	" " (Spanish)
	311-02268	Slide Projectors
	311-02220	Tape Recorders & Players
	311-02225	Television Sets
	311-02236	Tires
	311-02266	Water Conditioners
	311-02204	Work-At-Home Schemes
	311-02109	" " " (Spanish)
	311-90257	Truth In Lending (no charge)
	311-90110	" " " (Spanish) (no charge)

Order	Pub. No.	
	311-25125	Code of Advertising (small) 25¢
	311-25128	" " " (large) 25¢ ea.
	311-25127	Advertising Standards - Men's & Boys' Apparel - 25¢ ea.
	311-25258	Standards for Autos & Trucks 25¢ ea.
	311-25129	Standards for Charitable Solicitations - 15¢ ea.

Order	Pub. No.	
	311-91130	Questions About Condominiums
	311-91104	Wise Home Buying (avail.soon) both at $2.00 per 100

Single copies of Fact Books, Information Pamphlets or Tip Sheets Free if request is accompanied by self-addressed stamped #10 envelope.

SHIP TO:

BILL TO:

(date)

(Purchase Order Number)

EVALUATION OF CONSUMER INFORMATION

Evaluate the sources of consumer information. Some possible criteria for evaluation:

1. Do they do their own testing? If yes, what kinds of tests are run? Who judges the test results?

2. If the product is not tested, where did they get their information?

3. Is the source unbiased about the product or service being received?

4. Is the information accurate or has something been omitted?

5. What are the qualifications of the people doing the evaluation or making the suggestion?

CASE STUDY

John and Pam were just recently married. On the way home from their honeymoon they had car trouble which was diagnosed as a faulty automatic transmission. A reputable mechanic has given an estimate of $230 for repair. As the car is a six year old mid-size Chevy, John and Pam are wondering if they wouldn't be better off buying a new or slightly used compact instead of repairing the old car.

John's parents have offered to buy the two of them a 19-inch color television for a wedding present and they want to know what kind John and Pam would like to have.

In addition to a television set John and Pam's partly furnished apartment needs a refrigerator freezer and a bed. The two of them have decided that they wish to buy a new refrigerator freezer rather than a used one and that they want a king-size bed.

John and Pam received about $400 in cash for wedding presents and have about $600 in their savings account. They both work and their combined take-home pay is about $800 per month. The rent on the apartment is $190 per month and they have a payment of $55 per month for the next year on their wedding rings.

What John and Pam need is some help in making some important decisions.

PURCHASING INFOMRATION GUIDE

List the information that should be investigated before making the following purchases.

1. Used compact car

2. Life insurance

3. 35 mm camera

4. Stereo (component)

5. T.V. repair

6. Children's toys

7. Pedigreed dog

8. Household products (i.e., laundry detergent, floor wax, oven cleaner)

9. Microwave oven

Topics for Discussion: Influences on Consumer Purchasing

1. Consumer goals

2. Consumer values

3. Consumer standards

4. Rational decision making

5. Individual and/or family customs and beliefs and cultural traditions. Here are a few things consumers do that are controlled by custom:

    a. the types and combinations of food people eat
    b. exchanging Christmas cards
    c. the style of clothes people wear
    d. how people dispose of the dead
    e. type of marriage ceremony.

6. Consumer needs
    a. conspicuous consumption
    b. emulation
    c. inconspicuous consumption

7. Individual and/or family wants vs. needs.

WHAT'S IN YOUR WALLET?

Purpose

In many values exercises, we can learn a lot about what we value by looking more closely at some aspects of our lives which we never thought were very important or which we never thought had values implications. Looking at what we carry in our wallets helps us to see this point.

Role of the Leader, Teacher or Family Member

The way to start this strategy is for everyone in the group to remove three things from his wallet (or handbag) which illustrates three different things he values. These three items can be anything at all; the fact that they are carried in a wallet has meaning. The three items are placed in front of the person and he is to begin thinking what any or all of them mean to him and his value system.

When everyone in the group has two or three items in front of him, begin a quick discussion around the room, with each person having the chance to say something about his life as evidenced by the items he carries, day in and day out, in his wallet. The strategy ends with each person having a chance to say what he learned about himself.

Additional Suggestions

When the first instructions are given there may be some people who will say, "I don't carry a wallet." They can choose items from their handbags or pockets or even notebooks. Or they do not have to show any items at all. It should be made very clear that anyone can "pass" on this strategy (as they should be able to do on any of the strategies).

Variation

This makes an interesting introductory activity in a new group, or a good way to form small groups. Each participant shows one thing from his wallet, handbag or notebook. Then the leader calls on someone to choose any person in the group in whom he is interested on the basis of what that person showed from his wallet. The person selected chooses another person on the same basis, and they have a trio. Then the leader calls on a new person to begin selecting a new trio. This could be one method for forming on-going small groups. This strategy could also make interesting conversation at the dinner table perhaps with variations, such as, what three things in the home have some meaning to you?

PENNEY'S FORUM: Spring/Summer 1972, p.9.

V-A-L-U CARD GAME

This evaluation exercise masquerades as a game. During this game, you may want to keep individual records of students' abilities to name alternative values.

Select four students to serve as a V-A-L-U Board. Provide each member of the board with (1) a marking pen, and (2) a score sheet--a large sheet of paper positioned so the class can see it as correctly identified values are written on it.

Place the score sheets in view of the class. Each member of the V-A-L-U Board draws a card from the V-A-L-U card assortment for round 1 and writes on the score sheet the letter "V", "A", "L", or "U" which is on the card he has drawn.

Order of play:

Beginning with "V" each member of the V-A-L-U Board reads to the class from the face of his card, "Tell me my values and you will understand why..." The information on the back of the card is not to be revealed to anyone else at the time. When all four V-A-L-U Board members have stated their observable facts as shown on their cards, any member of the class begins the questioning by addressing a member of the Board, "(Letter), Do you value...?" The V-A-L-U Board member answers on the basis of the relationship between the value questioned and the reason for the behavior which is shown on the back of the V-A-L-U Card as follows:

"Yes" if the value is related to the reason for the behavior. (Each "yes" value is written on the score sheet for the class to see.)

"Maybe" if the relationship between the value and the reason for the behavior is unclear.

"No" if the value is not relevant.

When the score sheet shows that three values of any V-A-L-U Board member have been identified, the class members confer with one another to develop one hypothesis which would explain the behavior. A spokesman for the class asks "You value ..., ..., and ... Therefore, do you (observable behavior) because you ...?" The V-A-L-U Board member answers "yes" if the reason is identified and then he presents another observable behavior from his next value card (Round #2). If the hypothesis is incorrect, the class must identify three more related values before posing another hypothesis to the same member of the V-A-L-U Board.

Topics for Discussion: Attitudes

Some suggested questions which may be asked:

1. How do your attitudes influence your perceptions of others' values, goals, and decision-making processes?

2. How can you prevent imposing your own values and attitudes on others?

Topics for Discussion: Stages of the Life Cycle

Ask some of the following possible questions:

1. What are the various stages of the life cycle?
2. What are the characteristics of each of the stages?
3. Are these characteristics changing in today's society? If yes, how?
4. How do individual and family goals, values, and resources change as they progress through the various stages of the life cycle?

Topics for Discussion: Suggestions of the Age Level of the Groups--Generation Gap

Elementary School
Junior High
Senior High
18-25 Years
25-35 Years
35-55 Years
Older Americans

OR

Young Adults
Expanding Family
Contracting Family
Elderly

Appendix B
Strategy 1.8.1

Topics for Discussion: Consumer Decisions

Some suggestions for consumer decisions are:

Buying a home

Buying a mobile home

Buying a recreation vehicle

Having a baby

Buying a dog or cat

Taking a two-week vacation

SUGGESTED RESOURCES AVAILABLE TO INDIVIDUALS AND FAMILIES

Human

cognitive capacity
substantive knowledge
reasoning ability
psychomotor ability
work skills
manipulative skills
energy level
creativity

Material

durable goods
nondurable goods
time

QUESTIONS FOR DISCUSSION

Invite representatives from the community to consider the following:

1. Why is Earth's supply of fresh water limited?

2. What could happen if the pollutants in the air poison the present atmospheric state and seriously affect plant or animal life, reflect heat (the albedo effect) or trap heat (the greenhouse effect), or in any way change the climate?

3. Can our mineral resources last forever? What are the levels of consumption? To what use do we put minerals and fuels?

4. How does our consumer society add to the pollution problem?

5. List the amount of waste produced in one year in the United States and discuss the problem posed by the statistics. (The national average of solid waste in the United States is 3 1/2 pounds per capita per day.)

   a. 360 million tons of garbage
   b. 48 billion cans
   c. 26 billion bottles and jars
   d. 1,500 million tons of solid waste
   e. 143 million tons of air pollutants
   f. 50 billion gallons of liquid sewage

6. Determine and record the:

   a. current status of the problem--federal, state, and local.
   b. what is currently being done about the problem? Is it working?

QUESTIONS FOR DISCUSSION: CONSUMPTION PATTERNS

Ask the learners to evaluate their own (include family, if applicable) consumption patterns. Possible questions for discussion:

1. How does their purchase of certain goods and services help the economy?

2. How does their purchase of certain goods and services contribute to problems in the environment?

3. Do they plan to change their consumption patterns? If yes, how? If not, why not? What other alternatives are available to them?

DISCUSSION QUESTIONS: CONSUMER ECOLOGY CHECKLIST

After the learners have completed the checklist, discuss the following possible questions:

1. Were you willing to do all of the things listed on the checklist? If not, why not?

2. How many things are you willing to do now? Why?

3. What effects will these choices have on the economy?

DISCUSSION QUESTIONS: FAMILY WATER NEEDS

Facilitate a discussion about family water needs by asking some of the following questions:

1. Explain all the ways you use water during the day. List the answers on the chalkboard.
2. Explain ways people in schools, hospitals, public transportation, agricultural industries, government agencies, etc. use water. List answers on the chalkboard.
3. How would you advise a client if the water supply were disrupted for a week?
4. What would schools, parks, hospitals, etc, do if the water supply were disrupted for a week?
5. What would happen if there were a serious drought in your area? What economic implication could there be?

ROLE PLAY SITUATIONS - FAMILY WATER USE

1. Family A: 4 members
   Husband and Wife
   17 year old Son
   15 year old Daughter

   Son owns own car. Family swimming pool in backyard. Family living in one of the suburbs of a large metropolitan city.

2. Family B: 4 members
   Husband: age 24
   Wife: age 22
   Son: age 2 years
   Son: age 3 months

   Family living in Los Angeles, California.

3. Family C: 5 members
   Husband and Wife
   Son: 20 years
   Son: 17 years
   Daughter: 13 years

   Living on a family dairy farm in Wisconsin.

4. Family D: 2 members
   Couple: 23 years old

   Living in an apartment in Greenwich Village, New York.

WAYS CITIZENS CAN CONTROL AND REDUCE AIR POLLUTION

The following list contains some suggestions:

1. Walk or ride bicycles more, rather than using the automobile.
2. Write letters to government officials insisting on more stringent laws and law enforcement of air pollution ordinances. If there is time at the end of the class, have the students actually write the letters to government officials, local industries, automobile manufacturers, etc.
3. Keep your automobile properly tuned.
4. Quit smoking.
5. Use lead-free gasoline in cars designed for it.
6. Support mass transit systems by using them.
7. The FHA/HERO chapter could send a "Polluter of the Week" award to local industries that pollute the air.

DISCUSSION: NATURAL RESOURCES

Discuss the various forms of natural resources, including timber products, wildlife, land, energy, etc.

Facilitate a discussion. Ask the class:

1. What natural resources were needed to make the classroom and the items in the classroom?
2. What natural resources were needed to build their homes and the products in their homes?
3. Could any resources be used in place of natural resources that are in short supply in building their classroom, home, and contents in the classroom and home.

THE ALLENS AND THE BROWNS

To the educator:
The case study on the previous page gives information about the life styles of two families. "The Allens and the Browns" may be duplicated in quantity or made into overhead transparency. The following information will aid you in leading a discussion comparing the four areas of energy use. The participants can give information about their own use of energy and compare this to the Allens and Browns.

	ALLENS	BROWNS
1	Home is shaded in summer; open to the sun in winter; therefore uses the sun's energy for heat and also for the growing of leaves for shade.	The air conditioning uses 3,000-4,000 KWHs per year. The smelting of aluminum to make the mobile home may use 150 times as much fuel energy as is used in converting the trees into usable lumber.
2	The Allens burn fuel oil in their home. Since the Browns utility company can buy large quantities of low grade oil for less and burn it efficiently (about 1/3 conversion to electricity) the cost per delivered unit is the same for both families; however, the Allens use fewer gallons of oil.	The Browns have electric heat (10,000-15,000 KWHs per year) generated by the utility company. Neither family is able to obtain natural gas and coal is more expensive; there are no real energy options in this community for home heating.
3	Average 20,000 miles per year. Consumer 1,333 gallons of gasoline. With a car lasting 100,000 miles, the Allens consumed .2 of a car per year. Electricity for car manufacture, repair and gas refining requires about 2,000 KWH per year.	Average 15,000 miles per year for each car (Total: 30,000). The two cars consume a total of 2,000 gallons of gasoline. The Browns use .3 of a car per year (each car .15). Both cars use 3,000 KWH per year for manufacture, repair, oil refining.
4	Some energy is used in the preparation of wool and cotton fibers, the original production of cotton and wool uses photosynthetic energy from the sun.	Nylon is made from petroleum and natural gas and uses fuel energy in its manufacturing. Synthetics use more energy than natural fibers in production.

On the whole, the Browns use more total energy per year than the Allens.

1974 J.C. Penney Company, Inc. Educational Relations Dept.

LEARNING EXPERIENCES
ENERGY AWARENESS-A SURVEY FOR FAMILY AND FRIENDS

To the educator:
This survey is designed to give the participant insights into current concern for the energy crisis. Since people are affected differently, you may want to have the student survey at least three different people in the community. Instructions for use are included with the survey which may be duplicated in quantity by running it through the office copy machine. The objective of the survey is to see how concerned people are with their use of energy and how much a part they would be willing to play in energy conservation. Additional up-to-date aspects of the energy crisis could be added to the survey - participants may have suggestions for this.

After using the survey, ask the students to make generalizations about what they have learned from the people with whom they have talked.

1. In what ways did the people they question answer differently? Why?
2. Who do they feel is being affected most by the energy crisis?
3. What do people feel they can do about it?
4. Whose responsibility will it be to reduce energy demands?

INSTRUCTIONS: This survey is designed to provide you with some insight into how people are feeling about the energy crisis. You may want to start off by telling people you are studying their attitude towards the energy crisis. Space is provided for responses by 3 people. Summarize the results of your survey. Then compare the results with members of your class or group.

Place a plus (+) next to as many statements as you feel might apply to the current energy problem.

Person

1	2	3	
_____	_____	_____	affects all individuals
_____	_____	_____	generally of no concern
_____	_____	_____	government's responsibility
_____	_____	_____	industry's responsibility
_____	_____	_____	individual's responsibility
_____	_____	_____	will change people's energy consumption habits
_____	_____	_____	will have no effect on people's use of energy
_____	_____	_____	will encourage use of mass transportation and the formation of car pools

If petroleum were to be in short supply and rationing a necessity, which would be the most acceptable point to start? (Mark with a +)
The least acceptable? (Mark with a —)

Person

1	2	3	
_____	_____	_____	ration on gas for cars
_____	_____	_____	ration fuel for buses
_____	_____	_____	ration house fuel
_____	_____	_____	ration fuel to local electric plant
_____	_____	_____	ration fuel to industry

If you were to purchase an air conditioner which of the following characteristics would most influence your willingness to pay a premium price:

Person

1	2	3	
			it has a lower noise level
			it has more variety in coolness settings
			it is more attractive in styling
			it has a more efficient energy rating

Although home appliances only consume 5.8% of the total energy consumption of the nation, energy awareness may need to start with some small personal inconveniences. Mark with a plus (+) those measures on the list which you would be willing to take.

Person

1	2	3	
			give up your electric opener - open a can by hand
			towel and air dry your hair - no electric roller, blowers or curlers
			a little elbow grease - hand mix ingredients
			on a sunny day - hang out laundry to air dry
			puree by hand not with a blender
			plan home entertainment - use T.V. or radio only a few hours a day
			walk up and down stairs rather than use elevators and escalators
			stop using your electric garbage disposal
			bring aluminum containers back for recycling

Major appliances, home heating and cooling, and transportation make greater energy demands. Mark with a plus (+) the measures from this list that you are willing to take to cut down on energy demand.

Person

1	2	3	
			shifting laundering to non-peak demand hours
			reduce heating to 68° during colder months
			restricted use of air conditioner
			take a shower rather than a bath
			change food preparation to non-peak hours
			add storm windows and doors for insulation
			do all laundry on cold or warm settings
			reduce all driving to below 50 mph to save fuel
			change all incandescent light fixtures to fluorescent

Are there any other energy conservation measures you and your family are taking?

Person 1	Person 2	Person 3

J.C. PENNEY COMPANY, INC., Educational Relations Department, Spring/Summer 1974.

DISCUSSION: CONSUMER RESPONSIBILITIES

Facilitate a discussion: What responsibilities must the consumer assume in order to benefit from his rights?

Some possible answers are:

1. Be honest in dealing in the marketplace
2. Protest fraud and deception
3. Read contracts
4. Compare prices, quality, service, etc.
5. Issue letters of complaint when necessary.
6. Issue letters of commendation when appropriate.
7. Do not damage merchandise in the stores, etc.
8. Avoid waste of limited resources
9. Read labels

DISCUSSION: CONSUMER-AWARENESS

Lead a discussion. Ask the learners to respond to the following possible questions:

1. What problems will people face if they do not know or assume their responsibilities as a consumer?

2. What problems will people have if they do not know their legal rights as a consumer?

3. What are the similarities and differences between the answers for questions #1 and #2?

Appendix B
Strategy 6.4.2

EXAMPLES OF CONSUMER PROBLEMS

Some examples of consumer problems:

1. Bait and switch
2. Money-making schemes
3. Home improvement schemes
4. Referral commissions
5. Now-or-never deals
6. Phoney free inspection
7. Charity rackets
8. Free offers
9. Phoney surveys
10. Lucky winner racket
11. Sympathy appeals
12. Debt consolidation
13. Obituary chasers
14. Victimizing the aged
15. Scare tactics
16. Health quackery
17. Trick advertising
18. Selling under false pretenses
19. Phoney repairs
20. Personal improvement contract
21. Worthless guarantees

CONSUMER PROTECTION AGAINST FRAUDULENT AND DECEPTIVE PRACTICES

1. How can people protect themselves from fraudulent and deceptive practices?

   Possible suggestions:

   1. Be informed
   2. Use common sense
   3. Be aware, do not trust everyone
   4. Deal with reputable firms and check on unfamiliar sales organizations
   5. Take sufficient time when buying
   6. Resist being pressured into a hurry-up deal
   7. Do not sign anything without reading and understanding all that is printed
   8. Never be afraid to say, "no".

2. How can Consumer Advisors help them?

WHY CONSUMERS BECOME VICTIMS

Facilitate a discussion and ask the following possible question.

1. Why do consumers become victims of the marketplace?

Some possible answers are:

1. Consumers are too trusting.
2. Consumers are greedy.
3. They do not take the time or energy to investigate thoroughly.